2008 Annual School Report
Salt Ash Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
In 2008 87 students attended Salt Ash Public School. There were 45 boys and 42 girls. There were 4 established class groups. These classes comprised children in each of the stage groups.

Ninety-three point nine percent of students at Salt Ash Public School attended school on average each day which was on par with the state average.

Priorities for 2008 were to continue to improve literacy and numeracy outcomes for all students and to further imbed our ‘core’ values in the school. Of equal importance was the continuation of our Values program and the extension of the ‘You Can Do it’ program to further develop emotional and social resilience within all students.

Staff
The school had four permanent staff members in 2008. A temporary teaching position covered release from face to face teaching, support teacher learning and executive release. The school was supported by a one day per week teacher librarian position.

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

Student achievement in 2008

Literacy – NAPLAN Year 3
In year 3 54 % of our students were placed in Bands 4, 5 and 6 compared to 76 % state-wide

Numeracy – NAPLAN Year 3
In Numeracy 46 % of our students were placed in Band 4 compared to 27% state-wide. Students performed better in Number, Patterns and Algebra.

Literacy – NAPLAN Year 5
In Year 5 79 % of our students were placed in the higher skill Bands compared to 84 % of the state

Overall literacy growth for year 5 demonstrated pleasing improvement and is closer to state-wide results. Results in reading made a significant improvement.

Numeracy – NAPLAN Year 5
In Year 5 65% of our students were in skills Bands 5, 6 and 7 compared to 68 % state-wide. Year 5 students achieved better results in the Number strand.

Messages

Principal's message
At Salt Ash Public School our mission, in partnership with parents and the community, is to strive to develop the full potential of all students through academic, sporting and cultural diversity. We also endeavour to provide the students with the skills and knowledge necessary to become thoughtful and productive citizens.

Our primary business is teaching and this is underpinned by our Core Beliefs, jointly constructed by staff, students and parents, of respect, consideration and co-operation.

The efforts of the whole of the school community aim to provide a difference to the learning outcomes of students. We value and appreciate the efforts and contributions of our parents, in partnership with staff and students, in providing a safe, productive and caring environment for all students. Again, congratulations and thank you to all students, staff and parents for another successful 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.

Kerrie Jamieson

P&C and/or School Council message

2008 saw the P & C have a very busy and successful year. It was the vision of the executive to raise enough funding to purchase an Interactive White Board and other educational and sporting resources for the school. Only through the dedication of the committee and the numerous volunteers were we able to achieve these goals. The interactive white board will be installed in the library for the 2009 school Year. Additional reading resources were purchased along with the academic awards given at the end of the year. The children and teachers of 2009 will enjoy their sport in schools program and the additional teaching resources.

I would like to thank the efforts of all volunteers and sub committee members of the canteen and uniform committees, their tireless efforts are always a valuable contribution to the school. Throughout the year the P & C held fund raising events; Hula skirts and boardies were the essential attire for the “Surf’s Up” Disco. The parent contributions to the Easter Raffle, Mother’s Day and Father’s Day Stalls and the Christmas raffle are valuable necessity and are greatly appreciated. Tina Goodwin hosted a party plan and was able to raise a significant amount in
products, enabling some beautiful Christmas baskets to be raffled. The efforts of Belinda Haynes and her mum Sue in storing and creating the beautiful gifts and prizes is treasured, along with those who lend a hand at all these occasions. In September the school celebrated 125 years. A clean up and overhaul of the school grounds was put in motion, with a small number of volunteers the gardens were weeded, mulched and rejuvenated. The P & C purchased a commemorative urn and plaque in honour of this milestone. The school celebrated with a fair and market day with entertainment and rides. The Library hosted a wonderful display of memories of days past, thanks to Mrs Duff and Mrs Sharp, Miss Jamieson and all the donators of photo's and memorabilia. The day finished with a disco and birthday cake. To those who were actively involved in the preparation of the event in a positive way, and to the many helpers on the day your efforts proved to be of great benefit to the children of Salt Ash Public School.

Thank you to the Executive committee for their valued hard work and perseverance throughout 2008. Vice President; Cristy Evans, Secretary; Jenny Griffin and Treasurer; Belinda Haynes.

Finally, to our school Principal Miss Jamieson, all our teachers and administration staff of Salt Ash Public School, we thank you sincerely for your devotion in schooling our children.

K Nowlan
President

Student representative’s message

Being Captain of Salt Ash Public School has taught me skills that are extremely helpful in life. One is leadership. It has strengthened my core values that are such a part of Salt Ash Public School. Respect, Consideration and Cooperation.

The privileges that I have enjoyed and respected have been certain events I would only have dreamt of. One was going to the Young Leaders Conference and my biggest privilege as a leader of Salt Ash Public School was leading our school Anzac Service.

Having my brother as Vice Captain a few years ago I am honoured to have shared the role as leadership at our school. I have respected the position and carried out the role with pride. Leading the school and assisting especially the Kindergarten students has made me believe in the pride and dignity of being a ‘leader’. I wore the school badge with pride.

Braidon Ewing 2008 Boy School Captain.

This year our leaders were Prue, Braidon, Emma and Jimmy. Taking this role was a big step up. I can say I gained a lot from my role especially the respect and the pride that I have for my school. I wore my school badge with honour to let people know that I was a leader of Salt Ash Public School. I have also realised that if you put your mind to it you can do anything.

One of my favourite memories was the Young Leaders Conference in Sydney. I absolutely loved what Catriona Roundtree had to say. Her words inspired me and painted a picture in my head about what sort of leaders I was going to be…..a loyal, responsible, caring, friendly, understanding and inspiring leader to teachers, parents and more importantly students of Salt Ash Public School.

Being able to live up to the expectations of a school leader meant we had to do our part by putting others and their needs before ourselves. The privileges we had a leader may not be privileges that we have later in life. Sharing these moments together was an honour and in years to come I’d love to come back and see how the school is going and share my memories with students and teachers. I wouldn’t choose any other school. Salt Ash Public School has given me a great start in life.

Emma Broadfoot. 2008 Girl School Vice Captain.

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 attendance profile

![Student attendance profile graph](image)

Class sizes

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>2</td>
<td>2</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>3/4</td>
<td>4</td>
<td>14</td>
<td>25</td>
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<tr>
<td>3/4</td>
<td>3</td>
<td>11</td>
<td>25</td>
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<tr>
<td>5/6</td>
<td>5</td>
<td>19</td>
<td>29</td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>10</td>
<td>29</td>
</tr>
<tr>
<td>K/1</td>
<td>K</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>7</td>
<td>20</td>
</tr>
</tbody>
</table>

Structure of classes

The classes were divided into four stage groupings.

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

In 2008 the school had an overall teaching staff entitlement of 4.836 positions. The 4 full time teachers were supported by a combined temporary position that covered the roles of teacher librarian; Release from Face to Face (RFF), Support Teacher Learning Assistance (STLA) and Executive Release. The school has a Teacher Librarian one day per week. In 2008 our non teaching staff included a School Administration Manager and the General Assistant positions. In addition we had one teacher’s aide special support for students receiving integration support.

Staff retention

There were no permanent staff changes throughout 2008. Temporary teachers were employed throughout the year to replace permanent teachers on Long Service leave.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97.4%.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Balance brought forward 154,239.75
Global funds 65,914.75
Tied funds 40,323.47
School & community sources 16,279.79
Interest 8,981.59
Trust receipts 5,692.65
Canteen 0.00
Total income 291,432.00

Expenditure
Teaching & learning
  Key learning areas 13,208.03
  Excursions 2,422.86
  Extracurricular dissections 10,535.88
Library 1,765.25
Training & development 0.00
Tied funds 117,833.49
Casual relief teachers 6,845.12
Administration & office 28,454.31
School-operated canteen 0.00
Utilities 9,530.83
Maintenance 8,497.28
Trust accounts 5,109.47
Capital programs 0.00
Total expenditure 204,202.52
Balance carried forward 87,229.48

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

Achievements

Arts
Salt Ash Public School continues to place emphasis on the Arts and encourages all students to participate. The school provides a variety of experiences in the arts through participation in school based activities and participation in local community events.

Significant events undertaken in 2008 included:

- Participation of students from Years 3-6 in Starstruck.
- Participation in the Nationwide ‘Life is a Song’
- Students participating in the local Tilligerry Art Show
- Representation by both Junior and Senior Choir at the Raymond Terrace Music Festival
- Our choirs entertaining audiences at important school functions; and
- Participation in Education Week activities involving drama and poetry items

Sport

Sport is an important and popular component of the curriculum for students at Salt Ash Public School. We emphasise participation in sport for all students and encourage and reward sportsmanship.

- Students represented the school at zone level in swimming, athletics and cross country. Our Senior girls relay team entered the zone Swimming Carnival.
- We had a regional representative in Athletics
- The Senior boys entered in the Paul Harragon Cup and represented the School at Rugby league.
- Eligible students participated in our Learn to Swim Program and;
- Students participated in a school walkathon and an Olympic Fun Day.

Other

Students participated in the University of New South Wales science, mathematics, English and writing competitions where they received pleasing results.
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)

Literacy – NAPLAN Year 3

![Graph showing percentage of students in bands for Year 3 reading](image1)

- **Year 3 reading**
- **Percentage of students in bands:**
- **Band 1:** Percentage in band, School average 2005 - 2007, LSG average 2008, State average 2008

![Graph showing percentage of students in bands for Year 3 writing](image2)

- **Year 3 writing**
- **Percentage of students in bands:**
- **Band 3:** Percentage in band, School average 2005 - 2007, LSG average 2008, State average 2008

![Graph showing percentage of students in bands for Year 3 spelling](image3)

- **Year 3 spelling**
- **Percentage of students in bands:**
- **Band 5:** Percentage in band, LSG average 2008, State average 2008
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

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>105.8</td>
<td>93.1</td>
<td>138.8</td>
</tr>
<tr>
<td>LSG</td>
<td>87.4</td>
<td>83.5</td>
<td>88.3</td>
</tr>
<tr>
<td>State</td>
<td>87.6</td>
<td>87.5</td>
<td>86.8</td>
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Progress in Writing

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<tbody>
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<td>School</td>
<td>-96.2</td>
<td>95.8</td>
<td>53.8</td>
</tr>
<tr>
<td>LSG</td>
<td>51.6</td>
<td>71.3</td>
<td>68.4</td>
</tr>
<tr>
<td>State</td>
<td>69.6</td>
<td>77.5</td>
<td>71.2</td>
</tr>
</tbody>
</table>

Progress in Numeracy

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>63.8</td>
<td>139.7</td>
<td>102.3</td>
</tr>
<tr>
<td>LSG</td>
<td>85.4</td>
<td>77.7</td>
<td>73.3</td>
</tr>
<tr>
<td>State</td>
<td>76.9</td>
<td>83.7</td>
<td>80.4</td>
</tr>
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</table>
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.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
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<tbody>
<tr>
<td>Reading</td>
<td>85</td>
</tr>
<tr>
<td>Writing</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85</td>
</tr>
<tr>
<td>Numeracy</td>
<td>85</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89</td>
</tr>
<tr>
<td>Writing</td>
<td>84</td>
</tr>
<tr>
<td>Spelling</td>
<td>89</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>95</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

Aboriginal education

In 2008 seven Aboriginal students were enrolled at Salt Ash Public School. Aboriginal Education continued to be incorporated into all key learning areas. Aboriginal content in teaching and learning activities was supported by comprehensive resources at school. Individual tuition was given to the students in the areas of literacy and numeracy. The whole school participated in an Aboriginal Cultural Awareness Day held at Williamtown School. Children participated in a variety of activities aimed at increasing their overall awareness of Aboriginal culture.

A need is to fully implement the Aboriginal Education across the school and to continue to build links with the local District lands Council. Traditional local owners were acknowledged throughout 2008 at special ceremonies held at school. Aboriginal students will have their personalised learning programs further refined for each student in consultation with their families in 2009.

Multicultural education

Salt Ash Public School addressed Multicultural Education in 2008 through integrated themes across the whole school curriculum. Our aim was to promote tolerance and an understanding of cultural diversities within our community. We also encouraged the students to consider their own beliefs, values and attitudes and those of other countries.

One teaching staff member is a trained anti-racism contact officer.

Significant programs and initiatives

As well as the Key Learning Areas of English, Maths, Science and Technology, Human Society and Its Environment, Creative Arts and Personal Development Health and Physical Education, the school conducts many other teaching and learning programs that may be integrated or run separately to the KLAs.

Such programs included The Premier’s Reading Challenge, Program Achieve, Good For Kids Good For Life Crunch and Sip, a morning fitness program and participation in Zone Debating.

Respect and responsibility

Respect, consideration and co-operation are the core values that were agreed upon by the whole school community. These three values are our ‘core’ values and underpin all programs and policies that operate in our school. The aim throughout 2008 was to further imbed these beliefs across all facets of the school. The school continued to develop and imbed Program Achieve. This K-6 program aims to develop emotional resilience and complements our values education.

Students at Salt Ash Public school are taught about their rights and responsibilities and the rights and responsibilities of others, to ensure our school is safe and secure and where unacceptable behaviour is not allowed to deny students the right to learn and teachers the right to teach.
Students have a responsibility to demonstrate our core values for teachers, staff and peers. Parents have a responsibility to respect staff, students, other parents and the school environs. Teachers have a responsibility to respect the students they teach, imbed our core values in everyday practice and to promote positive behaviour.

Progress on 2008 targets

Target 1

*Increase the percentage of students achieving the top two bands in the National Literacy and Numeracy Assessment in for Years 3 and 5 with emphasis on writing and writing assessment*

Our achievements include;

- Staff participated in the Focus Cluster Initiative;
- Staff participated in school and cluster based training and development in relation to Consistency of teacher Judgement;
- Staff to participated in school and cluster based training and development in relation to the development of rubrics;
- Staff participated in NAPLAN criterion based marking; and
- Classroom assessment data was used to inform programming, ensuring all tasks within school based assessment were linked to the syllabus

Target 2

*Increase the percentage of students achieving the top two bands in the National Literacy and Numeracy Assessment in Literacy for Years 3 and 5 with emphasis on punctuation and spelling.*

Our achievements include:

- Current practices in spelling and punctuation were reviewed;
- Teaching and learning practices were linked to the syllabus;
- The scope and sequence in relation to the teaching of grammar was reviewed; and
- Profession learning activities were aligned to improve outcomes in relation to spelling and grammar.

Target 3

*Improve percentage of students in the higher skill bands in the National Literacy and Numeracy Assessment in numeracy through an emphasis on number and number concepts K-6.*

Our achievements include;

- ‘Go Maths’ K-6 was implemented;
- Staff received training and development in relation to ‘Go Maths’;
- Staff participated in training and development from maths consultants;
- The teaching of number and number based concepts K-6 was emphasised;
- Parent information sessions in relation to ‘Go Maths’ concepts and methodologies were held; and
- Teaching and learning programs reflected the emphasis on number concepts

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 organisational management and Numeracy.

Educational and management practice

Background

A survey was conducted amongst parents to determine the school priorities and expectations. The response to the survey was good and valuable information was gained.

Findings and conclusions

Analysis of survey data revealed:

A high level of satisfaction, within the community for the operation and structure of the school. This was particularly noted with questions related to pride in the school and the school’s encouragement of all students to learn.

No responses indicated negative perceptions of the way in which the school is managed or perceived in the community.

Future directions

Whilst it was found that no major negative perceptions of the school were indicated in the surveys, it is clear that the school needs to continue to engage the whole community in
developing relevant programs to cater to the needs of all students. It is also important to maintain strong lines of communication between the school, the parent body and the wider community.

Curriculum
In 2007 the school introduced a new Numeracy Program ‘Go Maths’ K-6. Analysis of school based data and BST results indicated that there was a need to develop Number and Number strategy skills across the school. This program addressed this need and was trialed across the school.

Background
The school evaluation team used an open forum to investigate and evaluate current practices in relation to the implementation of the Mathematics Syllabus K-6. The school needed to review our Mathematics Program ‘Go Maths’ in relation to meeting parent and staff expectations.

Findings and conclusions
- Staff were confident with the current program although they felt that they needed ongoing Training and Development to ensure they more fully implement the program.
- Staff were encouraged by the increase in Number knowledge and number concepts demonstrated through school based assessment.
- Parents expressed a desire to be unskilled in the knowledge of the ‘Go Maths’ Program to allow them to more fully support their children at home.

Future directions
- Continue to train staff in relation to ‘Go Maths’ utilising outside consultants.
- Purchase additional software and learning activities associated with ‘Go Maths’ to support students and staff; and
- Up skill parents by offering training sessions in relation to number and number concepts and hands on activities that could be used at home to support their child/children.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school. Both formal and informal data was collected through interviews, P and C Meetings staff meetings and through the Newsletter and values Bulletin.

Their responses are presented below.
As indicated in other parts of this report, parents, students and staff indicate through surveys and informal questioning, a high level of satisfaction with the school. As well as these indicators it is significant that the school is regularly approached by families who do not live in the designated feeder area, to enrol students at the school. Unfortunately we are not always able to accommodate all of these students within our class size limitations. The school has maintained a waiting list for a large part of 2008.

Professional learning
- Staff received school based training in relation to Asthma and diabetes using outside specialists
- All teaching staff participated in a cluster training day in relation to the development of literacy skills K-6
- An ES1 staff member and Principal received training to implement Best Start in 2009.
- Staff were trained to implement the Active After School Program.
- One staff member was trained in the ‘Good For Kids Good For Life’ Program
- One staff member was trained as a Level One Rugby League Coach and;
- The existing ARCO member furthered their training

School development 2009 – 2011
The improvement targets for 2009 are a result of the evaluation of 2008 targets and a review of the 2009-2011 School Plan. The targets aim to build onto achievements made last year, address aspects that were identified in need of further support while working towards the achievement of the targets of our current school plan.
Targets for 2009

Target 1
70 % of Students in Years 3 and 5 will appear in the highest skill Bands in Naplan Literacy

Strategies to achieve this target include:

- staff to continue to participate in the Focus Cluster Initiative and fully implement associated programs;
- develop a writing action plan for the school consistent with Cluster Action goals;
- staff to participate in Professional Learning in relation to writing text process and features;
- staff continue to receive Training and Development in relation to the Quality teaching Framework;
- utilise writing criteria rubrics to analyse and refine student writing;
- teachers to include writing in everyday classroom practise;
- outcome based tracking sheets are developed and implemented to improve student results
- ES1 and Stage One staff participate in Best Start Training and development and implement Best Start strategies to improve student outcomes K-2; and
- all staff trained in using SMART data to identify focus areas in Literacy.

Our success will be measured by:

- school assessment data indicating that 80% of students are achieving expected stage outcomes in Literacy;
- participation in the Focus Cluster Initiative and associated programs leads to improved results for all students;
- the Quality Teaching Framework imbedded in everyday teaching practice and assessment;
- outcome based tracking sheets developed and implemented, leading to improved results;
- SMART data being analysed and used to drive Teaching and Learning Programs in Literacy;and
- Best Start strategies are evident in ES1 and Stage One Teaching Programs leading to improved results for all students K-2

Target 2
70 % of Students in Years 3 and 5 will appear in the highest skill Bands in Naplan Numeracy

Strategies to achieve this target include:

- staff to participate in professional learning in relation to number and mental computation strategies;
- staff will analyse Smart Data to identify focus areas of Numeracy;
- staff will participate in professional learning in relation to the integration of interactive technology to enhance teaching/learning programs
- student tracking sheets will be revised;
- staff will review understandings of ‘Count Me In To’ strategies and practices.
- ES1 staff and Stage 1 staff will participate in Best Start training and development.

Our success will be measured by:

- school assessment data indicating that 80% of students are achieving expected stage outcomes in Numeracy;
- K-2 students demonstrate expected growth along the Best Start Continuum;
- NAPALN results show expected growth are more in line with Regional and State results;
- Staff are confidently using interactive technology to plan and teach number lessons in their classrooms ;and
- there is evidence that student tracking sheets have been revised and are leading to improved outcomes for all students

Target 3
Interactive technology through the Quality Teaching Framework will be evident in all teaching / learning programs

Strategies to achieve this target include:

- staff training and development in relation to interactive technology;
- use regional personnel to up skill staff in relation to interactive technology;
- review staff needs in relation to training and development with the Quality Teaching Framework and provide necessary training;
Our success will be measured by:

- staff being confident to use interactive technology and to develop lessons based on departmental resources
- the Quality Teaching Framework evident in all teaching programs and being used in interactive lessons; and
- students displaying knowledge and understandings of interactive technology with work samples posted on the schools Website

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.

Kerrie Jamieson       Principal
Kathy Nowlan         Parent Rep
Robyn Sheppard       Staff Rep

School contact information

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School Code: 3035

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: