

Walhallow Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Walhallow 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.

Leeanne Batho

Principal

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Message from the Principal

Walhallow Public School has had a successful 2016 year. This success is the result of commitment by our staff, strong relationships built with parents, and the fantastic students who continue to make everyone proud. 2016 saw our students share their cultural learning with Moonbi, Carol and Murrurundi Public Schools where our students danced with pride, and undertook the teaching of their culture to other students. The Song-Bird performances for The Liverpool Plains Shire Council, Werris Creek Hospital and various NAIDOC Day celebrations were highlights. This greater self image and positivity has resulted in our students being happy, confident and enjoying school with no suspensions for the year.

Partnerships with our Small School Network of Spring Ridge, Premer and Blackville saw our students participate in a host of interschool activities to develop confidence, social skills, develop friendships for High School and widen the circle of influence. These experiences included The Leader In Me Sleep-over, Science, Wellbeing and Sport days; a Spelling Bee and PDHPE visit for Healthy Harold. Our students also ran Culture and NAIDOC Days here at Walhallow. These days enabled our students to continue to develop their personal and social skills and develop friendships outside Walhallow. Complimenting this was our strong Transition program to Kindergarten, which ran 2 days per week for 2 terms, and saw strong partnerships develop with the local Pre School; and to High School, where our Leadership program developed students who were ready for Year 7.

Staff have committed to professional learning that supports our school and our students' learning including EAFS, L3, 21st Century Learning, Positive Partnerships, The Leader In Me, STEAM-CSIRO, The Leadership Colloquium (SAM), Principal Leadership Course and modules, Gardens For Life as well as all mandatory training. This strong commitment to ensure our students have the most relevant and research based opportunities has seen students working toward goals, both personal, class and school-wide. Parental support to reach goals of improved attendance, nightly home reading and use of Learning Boxes, and daily wearing of full school uniform illustrates the strong partnership now in place at our school.

School background

School vision statement

Walhallow Public School strives to build confident, motivated and socially competent students who are culturally aware and enjoy learning.

By valuing individuals and being committed to student well-being we will develop personal, social and academic confidence and competence. This will lead to engaged, self-regulated, responsible and respectful lifelong learners. By developing Teacher capacity to deeply engage our students and differentiate their learning we will support students academically, culturally, socially and personally. Committing to strong school-community relationships we encourage parents to be confident contributing participants of our school learning culture. Staff will work with varied community networks and our students will benefit from the opportunities these connections provide.

School context

Walhallow Public School has 100% Aboriginal enrolment. Although located only thirty kilometres from the towns of Werris Creek and Quirindi, the students are isolated and spend the majority of their time at the mission. The school currently has sixteen enrolled students with on-coming students attending the local Pre-School and playgroup.

The school is located on an Aboriginal settlement and the community is comprised of predominately senior citizens. Our parents are interested in their children's schooling and interact with our school freely. We work together under the adage that "it takes a community to raise a child." We are all working together. The students and families are very proud of their Aboriginal heritage, the Kamilaroi people, and are excited to now have a strong culture program as part of their children's education.

The school expectations for our students are now becoming the community perception of the students, with successes and improved behaviour being celebrated. Positive learning behaviours are now beginning to transfer in to the village life.

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 students worked toward school, class and personal goals. A focused wellbeing program has resulted in students, coming regularly to school, engaged in their learning, confidently participating and continuing to build strong respectful relationships. Assessment for learning is now embedded with pre and post testing and Reporting saw new reports designed and implemented across the Small Schools Alliance.

In the domain of Teaching, staff within the Small Schools Alliance, developed effective classroom practices on 21st Century learning. This has seen assessment of, and for learning, learning goals, and use of success criteria become an embedded classroom practise. A more focused school-wide regime of assessment and tracking using the Literacy and Numeracy continuums has met individual learning needs. 2016 saw the strengthening of home-school partnerships with Home Reading and Home Learning Boxes implemented successfully. Staff undertook Autism training through Positive Partnerships and also become facilitators, holding a community Autism workshop which was a highlight of the year.

The domain of Leading saw staff develop purposeful leadership roles based on expertise with culture, wellbeing and HSIE being areas of strength. Student leadership developed across the school through The Leader In Me where our students have focused on and taken ownership of their learning. Partnerships with Newcastle University and Allied Rural Health has benefitted students. Implementation of the three strategic directions means the school is focused on the processes and practices that will produce the desired outcomes for our students, school and school community. Allowing staff to capacity build means our school has a shared vision where a team creates a dynamic learning culture.

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:

Strategic Direction 1

Engaged 21st Century Learners

Purpose

Purpose:

The Melbourne Declaration has a goal that all students will become successful learners, confident and creative individuals and active informed citizens. At Walhallow Public School we value individuals and we are committed to student well being; believing personal, social and academic confidence and competence will lead to engaged, self regulated, responsible and respectful lifelong learners

Overall summary of progress

Walhallow has embedded a highly successful Welfare program where students feel safe and have built strong relationships, are growing in confidence and are able to reflect upon their choices and their learning. PBL (Positive Behaviour for Learning) followed by The Leader In Me has developed a common language of expectations, higher self esteem, shared leadership and student voice. The Leader In Me, has enabled students to be more personally, socially and academically confident. Student leadership and engagement have improved through inter-school and community programs.

"The Leader In Me" is an imbedded practise evidenced by 100% of our students showing positive behaviours for effective learning and most students continually improving attendance rates. All students exhibit pride and understanding of their Aboriginal culture. We now have all students performing, interacting with, and proudly teaching the wider community, with no shame behaviour. Capably teaching their culture to others, indicates students' greater confidence and knowledge, and is evidence of growth, higher self esteem and cultural pride. With this higher self esteem, minor level behaviour and suspension data have greatly reduced. Regular monitoring informs practises throughout the school. Our last year data showed a 100% reduction, down to zero suspensions and no misdemeanours.

Pre teaching expectations and widening the circle of influence has enabled our students to be confidently interacting with the outside communities and other schools. Transition to both High School and to Kindergarten have been positive experiences with feedback from staff, parents and students indicating that Transition to High School and Kindergarten, and inter school activities have been beneficial in promoting personal, social and emotional growth.

The school has embraced 21st Century Learning with staff undertaking professional learning and implementing evidence based practise in classrooms. Student assessment folders, Learning journals and school wide student leadership, demonstrate that self monitoring and goal setting by students is becoming an embedded practice. Students reflect on their own learning and achievement by conferencing, using learning journals and goal setting. All students are regularly tracked on the Literacy and Numeracy continuums to enable students to identify their own learning needs and determine future goals as evidenced by 80% of students attaining appropriate stage clusters across individual aspects. With Kindergarten reaching Cluster 4; Year 1 achieving Cluster 6; Year 2 achieving Cluster 8 in most aspects.

A strong cultural program where students learn about Aboriginal history, art, dance and language has enabled our students to develop pride, to be connected with their culture and their school. These positive feelings and attitudes have enabled engaged learning, self regulation and positivity to be very evident in our daily school life. Positive feedback of our Aboriginal Education program, from the wider school communities, indicates strong collaborative practice and school growth in Aboriginal Education where our school has strongly supported other schools' Aboriginal programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Minor level behaviour and suspension data are lower. This monitoring informs practises throughout the school and is evidenced by an 80% lower suspension and minor misdemeanour rate.	Students have exhibited pride and understanding of their Aboriginal culture. This was evidenced by students performing, interacting with, and teaching the wider community proudly with no shame behaviour. Teaching their culture to others, has indicated both confidence and knowledge, and is evidence of growth, higher self esteem and cultural pride. With this higher self esteem minor level behaviour and suspension data have reduced	Costumes for interschool visits performances \$108.59 Excursions/Transport \$2129.63 (Dubbo, Blackville and performance levies SLSO to support Transition Term 3 and 4 \$2904.35.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Minor level behaviour and suspension data are lower. This monitoring informs practises throughout the school and is evidenced by an 80% lower suspension and minor misdemeanour rate.	significantly with no suspensions in 2016.	(IAS funding) Consultancy to support professional learning Ab Education grant \$800 Additional classroom K-1 Teacher wages \$12580.50 from Socio economic background
The "The Leader In Me" is an imbedded practise evidenced by 90% of our students showing positive behaviours for effective learning and 90% with continually improved attendance rates of approximately 90% or more.	A successful Welfare Program was built on positive relationships and established a pathway for learning in the future by developing students that are socially and emotionally competent. This was evidenced by the engagement and commitment of students in working towards achieving their own, class and school learning goals. Student leadership and engagement have improved through programs of leadership (GRIP and Small Schools Camp) across schools and out in the wider community. Feedback from parental surveys has indicated improved confidence, social skills, and resilience. As part of this program The Leader In Me was introduced across the school and has become an imbedded practise. Social and personal improvement is evidenced by 100% of our students showing positive behaviours for effective learning and most of our students showing continually improved attendance rates of approximately 90%.	Keepit leadership camp\$400 GRIP leadership \$99.00
All students are regularly tracked on the Literacy and Numeracy continuums to enable students to identify their own learning needs and determine future goals as evidenced by 80% of students attaining appropriate stage clusters on all individual aspects. Kinder= Cluster 4; Year 1 = Cluster 6; Year 2 =Cluster 8	Staff are teaching at point of need through continuum tracking. From here students have begun to reflect on their own learning and achievement with assessment folders and learning journals that reflect self monitoring and goal setting. Involvement in STEM, Covey-leadership roles across the school and regular teacher-child conferences have all contributed to developing confidence, speaking skills and enabled our students to achieve markers for their own learning.	EAFS training \$2000 Intervention \$16997.72 Innovation \$4071.28

Next Steps

Now that our students are engaged in their learning, are able to see goals and work towards them, we need to move them in to higher order thinking and problem solving. We need students to be creative thinkers, problem solvers and able to reflect and answer higher order questions. We need to continue to ensure we build their field knowledge and their usable language (vocabulary). Explicit teacher-child conferences will enable our students to develop confidence and speaking skills. They will clearly identify their own abilities and see their own future directions. Goal setting then will become a deeply embedded and more targeted practice, leading to 3 way interviews with their parents.

Strategic Direction 2

To develop Teacher capacity

Purpose

The Ochre Document (Opportunity, Choice, Healing, Responsibility, Empowerment) states a key factor in increasing engagement and achievement for Aboriginal students is a learning environment that is responsive to individual needs. Walhallow Public School is focused on developing Teacher capacity to deeply engage our students, differentiate their learning and support students academically, culturally, socially and personally.

Overall summary of progress

Our plan to develop Teacher capacity with a specific goal of enabling our staff to deliver 21st Century learning confidently, is on track. Observation of teacher practise and programs demonstrates 21st Century learning is delivered by all staff with them valuing and using learning Intentions/goals, learning criteria, assessment for and of learning and explicit teaching of vocabulary. This strong teaching is reflected in Plan data where expected benchmarks for most students in most aspects have been met K–6.

Quality teaching for successful students at our school must reflect our respect for and understanding of the Aboriginal culture. All staff at Walhallow School have developed pedagogies that value, are sensitive to and engage with Aboriginal students. All teachers have undertaken the Connecting to Country training and 100% of teaching staff and students attended the Enlightenment Day. A priority to teach meaningful Aboriginal Education now sees our students teaching their culture to students from other schools with pride. Strong relationships have developed with community and students as they engage in their learning. 100% of Staff are aware of the Aboriginal Education Policy, observe, teach or participate in cultural learning, Aboriginal celebrations, and Aboriginal community events. A weekly language program with a Kamilaroi Elder has added to our already successful program with students enjoying the stories and interaction.

Lesson observations demonstrate that learning goals, success criteria and teaching of targeted vocabulary are embedded practises and students have better understanding, are more reflective and are developing skills to identify their own strengths and areas for improvement. A focused vocabulary program and scope and sequencing of language in Literacy and Numeracy has resulted in students reaching stage appropriate clusters and is evidenced by marked improvement in vocabulary. Whole school tracking on the Literacy and Numeracy continuums identifies significant improvement in student outcomes, as a direct result of quality classroom practise. With staff analysing data, (Lit/Num, attendance etc.)there is planned individualised and differentiated learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers have developed pedagogies that value, are sensitive to and engage with Aboriginal students' culture. Evidenced by 100% of Staff aware of Aboriginal Education Policy, observing, teaching or participating in culture classes, Aboriginal celebrations, and Aboriginal community events.	Staff have developed pedagogies that value Aboriginal culture through professional learning such as Connecting to Country and participation in the Enlightenment Day. This has enabled staff to plan school and interschool cultural experiences that have been led by our Aboriginal students, reflecting their confidence, and the learning and knowledge gained. A whole school philosophy of respect and pride, encompasses cultural lessons that have engaged our students and developed a sense of self worth.	Consultancy PL-\$800.00 Learning intention boards \$200.00 Release for observations -\$3300.00 Additional teacher - \$1151.00 Low level adjustment for disability (\$1151..00)transport, celebrations - AB Ed grant
A focused vocabulary program and scope and sequencing of language in Literacy and Numeracy has resulted in students reaching stage appropriate clusters and is evidenced by 80% of Infants students showing marked	Our students continue to develop wider and deeper vocabulary as staff underpin teaching with explicit language and vocabulary. Staff programs and classrooms reflect a focus on developing vocabulary. Most student writing samples have met stage outcomes and continuum markers especially in the junior years.	Language grant \$10.000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
improvement in vocabulary scales.	Our students continue to develop wider and deeper vocabulary as staff underpin teaching with explicit language and vocabulary. Staff programs and classrooms reflect a focus on developing vocabulary. Most student writing samples have met stage outcomes and continuum markers especially in the junior years.	
Aboriginal student learning is maximised through greater understanding of departmental practise, identifying and analysing data (Lit/Num, attendance etc.) to plan individualised and differentiated learning which ensures the achievements of our Aboriginal students match or better the outcomes of all students.	Individualised and differentiated programs have been implemented in all classrooms. Observation of teacher practise and programs has demonstrated 21st Century learning where staff assess for and of learning and analyse this data. As a result Plan data has reflected expected benchmarks for most students for most aspects K–6.	Nil (as above)

Next Steps

Our students are now a younger cohort so the teaching of culture and Aboriginal education continues. Pride and self respect continue to be a focus and this is achieved through developing positive relationships with students and families. New staff will need to be exposed to Aboriginal education policies, cultural immersion programs and The Leader In Me training. All staff will need to be up-skilled in questioning, higher order thinking and conferencing that develop learning focuses.

Vocabulary development continues to be a priority where lessons identify learning goals and success criteria and are underpinned with explicit language. This will be a focus of classroom observation and program review. Drama, debating and Public Speaking are programs to be introduced more rigorously to develop greater confidence and more effective communication skills.

21st Century learning continues to be a focus with the scope and sequencing of graphic organisers so that by Year 6 all students have a repertoire of ways to collect information and express their ideas effectively. A focus on computer skills and technology needs to be implemented to support our students in a modern world. Learning walks or instructional rounds to ensure staff continue to build and embed their skills in quality teaching will need to be implemented.

Strategic Direction 3

To strengthen community engagement

Purpose

The Partnership Agreement between the NSW DEC and the NSW Aboriginal Education Consultative Group (AECG) commits to working together with Aboriginal people through collaborative processes, listening and responding to the needs of Aboriginal students. Walhallow Public School is committed to strong school–community relationships encouraging parents to be confident contributing participants of our school learning culture. Staff will work with varied community networks and our students will benefit from the opportunities these connections provide.

Overall summary of progress

The progress of our school lies in the strong partnerships developed by our staff with community and families. All families are able to connect with the school on some level. 100% families are contributing to school in some manner either by attending assemblies, special days including Mothers and fathers Day, Easter and NAIDOC celebrations or helping with catering events for Small Schools Professional Learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of families contribute to school by attending assemblies, assisting with weekly Pantry, cooking, and/or gardening programs and by participating in parent initiatives and engaging in their child's home learning.	100% of students had a parent attend the Parent/Teacher gathering where expectations and goals were set. Home reading was a daily expectation and an integral part of the school day and home life. This expectation of parental involvement was reflected by all families supporting the Home Reading and Home Learning Box programs and by the majority of families participating in the Children with Tricky Behaviour parent workshop.	\$20 for learning boxes workshop funded by Positive Partners
100% students attend Transition programmes with confidence and high attendance rates, prior to commencing school/High School.	A very successful Transition program has developed student leadership and engagement through inter school and community programs. Feedback from parental surveys indicates improved confidence, social skills and resilience. Successful High School transition has also been communicated from the local High School and parents. Our school's strong extended Transition to Kindergarten has resulted in students that are settled, trained and ready to learn.	IAS funding for Aide for Kindergarten Transition
Cultural learning is a well-established program evidenced by most surrounding schools and their wider communities visiting Walhallow school for learning and/or social occasions.	A positive and reliable reputation built on relationships of trust, support and camaraderie has been achieved by working with surrounding schools, wider community members, inter-agencies, and local families. This is evidenced by successful engagement of our students for interschool visits at surrounding schools and positive feedback. Feedback from community surveys show that strong relationships and good communication exist.	Transport Interschool visits – fuel \$209.81

Next Steps

Although community engagement is strong and parents feel welcome and able to visit the school, it needs to be encouraged at a deeper level so that parents see their role as educators. Parents have embraced Transition, assisted with the Home Learning Boxes, the Home Reading program, cooked for the pantry and Principal meetings as well as supported occasions where their children have performed. They have been involved in the parent craft group to a

lesser degree each week and the P & C has been almost non functioning. So these are areas we need to work toward so that parents see their role as school contributors. I would like to see the P & C committee have roles that they actively participate in, fundraising goals that they work toward reaching and some participation in decision making. I would envisage parents participating further in learning–workshops , as class helpers and all parents participating in the 3 way conferences.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Employment of a second teacher through funding from this allocation has resulted in no suspensions in 2016 as a direct result of the strong school–home relationships, clear and effective communication, targeted learning programs and support in small age appropriate learning environments. Plan data demonstrates strong student growth towards meeting expected stage appropriate outcomes.	\$2600 teacher • Aboriginal background loading (\$0.00)
Socio–economic background	Employment of a second teacher through funding from this allocation has resulted in no suspensions, greater engagement by students in their learning and goals being set and reached in learning environments that support students personally, socially and academically age appropriately .	\$1945.74 toward 2nd classroom teacher • Socio–economic background (\$0.00)
EAFS	Student achievement is at Cluster 4 for Kindergarten, Cluster 6 for Year 1 and Cluster 8 for Year 2 in most areas of the Literacy continuum. These results are in line with the state expectations for these grades.	Release for training L3, Tiered Intervention of Reading recovery, Network meetings release for 1 teacher, teaching resources– \$195.00 Additional books for Library \$1857.10 Total amount – \$23069.00 • (\$0.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	8	5	5	5
Girls	6	11	5	6

Walhallow Public Schools enrolment has remained steady over the past 4 years. The gender balance in 2016 is equal. The enrolment profile has the majority of the students in K–2 setting.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91	87.1	91.6	83.5
1	89.9		91.8	95.3
2	96.1	90		83.5
3	92.1	84.4	87.9	79.6
4	88.4	87.8		84.9
5	79.8	84.8	93.6	
6	93.3		91	89.2
All Years	89.8	86.1	91.3	86.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5		93.8	93.9
2	94.7	94.9		94.1
3	94.8	95	94.1	94.2
4	94.7	94.9		93.9
5	94.5	94.8	94	
6	94.1		93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Walhallow attendance has generally improved with data affected by only a family who took holidays and students who left the school and did not immediately enrol at another school. Some partial attendance was evident with lateness to school a problem. This was rectified as parents came on board with the school policy.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	1.7
Other Positions	0.1

*Full Time Equivalent

Walhallow Public School has a teaching Principal and a second classroom teacher, .410 funded by the Department and through the Rural and Remote Strategy the school funds the remainder of this permanent position. We have an additional teacher 9 hours a week (3 hours over 3 days)for Release and Learning and Support. We have a permanent Aboriginal Education Officer, a School Learning Support Officer for special needs and a school Chaplain 2 days per week. We also have an Instructional Leader 1 day per week partially funded by school. We have a Senior Administration manager 2.5 days per week. Our staff is a very cohesive and dedicated staff who work towards improving outcomes for all students.

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	

Professional learning and teacher accreditation

2016 saw our staff undertake professional learning through our Small Schools Network, in 21st Century Learning, with assessment of and for learning and understandings developed of evidence based practices. Staff were guided to understand and implement learning goals, success criteria, exit slips, in the use of questioning and graphic organisers. The Leader In Me professional learning took the whole school on a journey of self discovery with Coveys' 7 Habits being successfully imbedded after Behaviour For Learning across the school. Mrs Grant worked hard to achieve accreditation at the proficient level. She was also granted her certificate in L3. EAFS workshops were

also part of our professional learning where staff undertook learning in Numeracy and Literacy endeavouring to identify strategies to move our students along the continuums. The school undertook learning in Autism through Positive Partnerships and many staff went on to become facilitators to work with the community, local Preschool and High School to engage and develop awareness. English and Maths workshops were held where staff explored the syllabus, identified learning goals and explicit language to be taught across the stages. Miss Burns was involved in the CSIRO training for STEAM which engages our indigenous students in enquiry learning. Training in Lesson Observations, the Budgeting Tool, Milestoning the school Plan, and the Performance and Development framework were also undertaken.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	89 510.30
Global funds	52 465.53
Tied funds	50 909.77
School & community sources	21 515.79
Interest	1 751.43
Trust receipts	684.44
Canteen	0.00
Total income	216 837.26
Expenditure	
Teaching & learning	
Key learning areas	32 180.61
Excursions	2 084.63
Extracurricular dissections	6 021.03
Library	3 093.37
Training & development	9 458.01
Tied funds	61 730.19
Short term relief	3 779.88
Administration & office	27 671.83
School-operated canteen	0.00
Utilities	5 452.34
Maintenance	9 729.91
Trust accounts	723.94
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	216 837.26

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.

At Walhallow Public School there were no students in Years 3 or 5 in 2016.

Parent/caregiver, student, teacher satisfaction

The surveys conducted by Walhallow Public School for 2016 show that 100% of parents agree or strongly agree that the school is connected to its community. 100% agree or strongly agree that parents are encouraged and welcomed in to the school and that the school is a friendly school that is tolerant and accepting of students. Good things about the school included relationships between teachers and students, the open door policy and that the school worked to meet individual needs. 100% of parents agree or strongly agree we have a supportive welfare program and that the students are our main concern.

72% of parents strongly believe and 28% believe that the school focuses on Literacy and Numeracy with 57% strongly agreeing and 28% agreeing, that the school provides a wide range of extra curricular activities with 43% agreeing we have enough.

57% of parents believe strongly and 43% agree that Walhallow Public School has competent teachers who set high standards of achievement. 42% of parents strongly agree and 58% agree that the school offers challenging programs for its students. This feedback accompanied by our memory book is evidence of a strong relationship where parents are involved in the school, feel respected and feel that their children are happy and learning well.

Policy requirements

Aboriginal education

Walhallow Public School has a strong focus on Aboriginal Education with staff committed to understanding and teaching culture so that our students have a full understanding of its history, language, art, dance and dreamtime stories. In 2016 staff engaged Aaron Ellis as Aboriginal Education and Engagement Officer to learn about policy. The weekly lessons on culture have provided a strong backdrop to engage and develop pride and confidence in our students. Here our students experience lessons directly pertaining to Aboriginal Art, Music, Storytelling, Dance and History with visiting Elders, and Aboriginal experts engaged to support our program. Walhallow students are also lucky to have local sites nearby that have been visited. The school also has a collection of Aboriginal artefacts from the Australian museum that enables our students to be well informed and connected.

A tradition of providing a second classroom even though numbers are small, continues to acknowledge the support our students require in various stages of their schooling years. The second classroom allows literacy, learning and language to develop in the younger years where we nurture a love of books and coming to school. Then this enables the focus in the Primary of self awareness, behaviour

management, strong work ethic, confidence and self belief to be promoted in attempts to build their capacity and break down future barriers.

Multicultural and anti-racism education

Multi Cultural education is an integral part of our students' learning, with students studying cultures from around the world in HSIE, and Literacy. Walhallow students undertake celebrations each year where different focus studies involve learning about food, the arts, language of other countries for Harmony Day. As our school is 100% Aboriginal it is important our students learn about, and to respect other cultures, from this diverse country.

Other school programs

Early Action For Success has been implemented across the school with a targeted approach to Literacy and Numeracy across K–2. Tracking and monitoring of students at 5 weekly intervals across the continuums has enabled close identification of areas of concern. Diagnostic assessment, differentiated teaching and targeted interventions have enabled students to improve. Changes in practice including embedding L3, TENS and writing analysis has led to a change from whole class focus to the needs of the individual student. Reading Recovery and Learning and Support programs on basic phonic and number areas has seen basic skills develop. Data walls drive robust conversations. The Instructional Leader and resourcing opportunities have provided time and new reading and maths equipment to the school. The expectation that rich texts are used to support the Literacy program has meant new Library resources have been purchased to provide these experiences. The EAFS strategy has become embedded practise as part of our clear strategic directions, to build teacher capacity and work towards achieving individual learning outcomes, for students at Walhallow Public School.

The Leader In Me program has seen students at Walhallow Public School develop individual abilities and begin to harness their own potential, seeing their own value. Leadership comes in many forms and when students see their own potential as leaders, they grow in confidence, self esteem and become more self regulating. Through the 7 Habits, taught explicitly each week, our students are learning that they can make a difference to their own world and that positivity comes from within. Being proactive, beginning with the end in mind, putting first things first, thinking win-win, seeking first to understand and then to be understood, synergising and sharpening the saw are all life skills that will help our students be successful in their own world, the wider community and especially as they leave school as young adults making their way in the world. With 100% co operation in our classrooms and playground, a caring culture of respect and responsibility, and a cohort of students who see they need to put big rocks first, we know The Leader In Me has been effective. Regularly monitoring their own goals, improved home reading and attendance and a

willingness to have a try are all proof that our students have grown. We have zero evidence of shame type behaviour and our students confidently participate in interschool activities and perform for the local and the wider school and town communities. The Blackville Leader In Me Sleep over was a two day camp that demonstrated the understandings of the program and showcased the abilities of all our students to be personally and socially confident. From personal and social competence to moving in to academic confidence and self regulation our students are seeing that self fulfilment is their choice and this is a very special thing to see.

The Cooking/gardening program has seen our school develop areas for outdoor learning. We now have a covered learning area for the students to work in, in cooler months, next to the garden. We have a yarnning circle where school discussions and meetings can take place. Our garden is an area of responsibility with environmental responsibility being paramount lessons for students to understand their impact on the world. They have learned about composting, worm farms, ecology including environmental audits and sustainability. With a more junior school our cooking program in 2016 was not as practical. However using graphing rewards to audit, followed up with staff encouragement and then teaching about healthy eating, we saw a huge improvement in eating habits. Students know about healthy food choices. In 2017 we move in to a more refined study of plants, gardening and food production as well as the healthy benefits of growing your own food and how to be discerning eaters, armed with knowledge of the healthy food groups. Cooking will again include community members with them encouraged to participate in lessons, enjoy our recipes, our produce and asked to assist with the garden activities.