

Walhallow Public School

Annual Report



2017



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Introduction

The Annual Report for 2017 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.

Tara Grant

Relieving Principal

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Message from the Principal

Walhallow Public School has enjoyed a successful year in 2017. This success is due to the positive relationships built between students, staff, families and the community.

Our students have continued to prove that they are successful learners; confident, creative individuals; and active, informed citizens. They have worked towards goals to improve their personal, social and academic competence and they have continued to work towards becoming respectful, responsible, life-long learners.

Our staff have committed to working with the community to increase engagement and achievement among our students, as well as create a quality learning environment that is responsive to student needs. They have continued to build their capacity as teachers through professional learning and collaboration with others, demonstrating their high abilities to differentiate learning and support students academically, personally, socially and culturally.

Our community has engaged with student learning and we work together between home and school to provide students with the best possible learning opportunities. Families, the Small Schools' Network, the Preschool, the High School, the AECG, and other inter-agencies have all committed to collaborate, listen and respond to student needs.

Walhallow Public School is committed to setting, achieving and celebrating our goals. Our students, staff, families and community all know and understand the importance of learning in a respectful, quality learning environment.

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. It is located thirty kilometres from the towns of Werris Creek and Quirindi. The school currently has fifteen enrolled students with on-coming students attending the local preschool and playgroup.

The school is located within an Aboriginal community, on Kamilaroi land. 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." The students and families are very proud of their Aboriginal heritage, and are excited to have a strong culture program as part of their children's education.

The school has high expectations of our students, providing opportunities for them to be engaged, self-regulated and future focused learners.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Learning

In regards to the Learning elements, our students take responsibility for their own learning, with staff supporting ongoing improvement across the school community. Students are able to identify their own learning goals, and work with teachers to identify "where to next". Students, staff and parents support student learning and success, and a strong learning environment is supported by positive and respectful relationships. We have parents coming in to help with the learning experiences of our students, as well as outside agencies providing additional learning opportunities. Our wellbeing program is deeply embedded in line with "The Leader In Me" providing support of the cognitive, emotional, social, physical and spiritual wellbeing of all students. Students can articulate what it "looks like" to be a leader and consistently demonstrate these skills both at school and in the wider community. Students are exposed to quality teaching that meets their individual needs with evidence-based practice at the forefront of our classroom practice. Staff engage with classroom lesson observations to determine what quality teaching elements are evident within the classroom. Staff work together to ensure school-wide practices are embedded for evaluating and reporting on student achievement. Students know where they are achieving on the Literacy and Numeracy continuums, and parents are updated on the progress of their children's learning and ways to effectively support their continued learning. The school is consistently working towards achieving at high levels with most students at or above national standards as well as showing growth in internal school performance measures.

Teaching

Student learning at Walhallow Public School is underpinned by high levels of quality teaching and leadership. Our staff are committed to providing diverse learning opportunities for our students through a range of collaborative, evidence-based teaching strategies. Through our professional learning with the Small Schools' Network, teachers have worked with students to provide effective feedback on learning goals. In addition, they have used student performance data to inform quality teaching and reflect on teaching practice. Staff utilise student assessment for learning and data analysis to regularly monitor effective teaching and learning. Classroom teachers, the Principal, and the Instructional Leader monitor classroom teaching and student achievement to determine "where to next". In our small school we work together to ensure quality collaboration which leads to quality teaching practices. Staff collaborate with each other, with other staff through the Small Schools' Network, and within a larger collegial network through Professional Learning opportunities to ensure consistent teacher judgement, consistent curriculum delivery and differentiation. Opportunities such as classroom observations, school-wide learning walks, and across-school marking criterias have allowed staff to work with others to ensure ongoing development for all. All staff are aware of, and work with, the School Plan and understand its impact on quality teaching and student learning outcomes. Our Performance Development Plan goals are aligned with the School Plan, as are our Professional Learning opportunities and there is an emphasis on supporting beginning and early-career teachers. This year our beginning teacher staff have completed their Teacher Accreditation at Proficient level. At Walhallow Public School all staff demonstrate personal responsibility for maintaining and developing their professional standards. Staff are aware of their strengths and work together to ensure these are utilised to their full capacity for the improvement of student learning outcomes.

Leading

At Walhallow Public School we are committed to fostering a school-wide shared responsibility for student engagement, learning, development and success. Students, staff and the community work together to ensure high levels of learning are consistently achieved. Our school staff supports a culture of high expectations and community engagement, resulting in whole-school improvement. We now have parent involvement in our classrooms, with parents and community members sharing their knowledge and skills with students in various Key Learning Areas. We work collaboratively to ensure the School Plan is embedded in our practices and that all staff are working towards achieving common goals. Staff and parents know and understand that the school's vision, plan and strategic directions are at the core of continuous improvement efforts. Feedback and discussions between staff and the community are open, honest, and have the school's success and achievement at the forefront of discussions. Resources available to the school are strategically implemented and utilised to improve student achievement and outcomes. We ensure student interest, needs and strengths are accounted for when delegating resources to classrooms and whole-school programs and we ensure that the school learning environment caters for the many different students at our school. Our green shed area, play ground equipment, covered outdoor learning areas, hands-on learning areas, garden outdoor learning areas and

classroom facilities are utilised to their maximum potential to meet the needs of the students and the wider community. At Walhallow Public School all staff serve as members of the school leadership team, with staff committed to ongoing school improvement and the professional effectiveness of all staff. We engage with parent and community feedback around school practices and processes to promote consistent development.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Produce 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 Public School students have continued to develop into engaged 21st Century learners. As a result of the school culture being based around developing student confidence and engagement, as well as supporting student well-being, students are demonstrating that they are confident, competent learners.

We have continued to embed "The Leader In Me" program to support students to develop confidence to become active, engaged leaders of their school community. All students are demonstrating growth in positive behaviours for effective learning, with all students engaged in and responsible for, their own learning.

Relationships with the Small Schools' Network, the Preschool and the High School have continued to develop, supporting students to be engaged in learning across all stages of learning. Learning opportunities with other schools in our area provide opportunities for students to be engaged in cultural, sporting, academic and technological learning sequences. Our relationships ensure Transition programs, both to Kindergarten and to Year 7, are smooth and supportive of student needs.

Our cultural program has been enhanced by the addition of Len Waters, a local Kamilaroi man, teaching students about their culture and heritage through storytelling, art and language. The Walhallow Songbirds have continued to learn and share their knowledge with others through performances at various events in the wider community. All students have opportunities to learn about and share their culture, as well as present the Acknowledgement of Country in language.

Students and staff work together to create engaging learning opportunities that are tailored to the individual needs of students. By utilising the Literacy and Numeracy continuums to track student progress and identify areas of need, we are working together to provide relevant learning experiences for students at their exact point of need. Students, staff and parents know and understand where students are at in terms of their learning and there is a shared responsibility for ensuring students are meeting expected targets within the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Minor level behaviour and suspension data are lower. This monitoring informs practices throughout the school and is evidenced by an 80% lower suspension and minor misdemeanour rate.	Capers Costumes – \$26.74 Transport – \$100 Excursions – \$4295.79 SLSO Transition – \$3440.07 (IAS Funds)	Successful participation in a variety of curricular and extra curricular activities has resulted in increased confidence and improved self-image which has resulted in students co operatively participating in activities. Student engagement has resulted in lowered suspension rates and lowered misdemeanour rates.
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.	Grip Leadership – \$99	The "Leader In Me" is an embedded practice in the school with all students demonstrating growth in positive behaviours for effective learning. There will be a continued focus on maintaining attendance rates of 90% or above.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	Instructional Leader – \$5105.35 (school's input)	Student learning achievement is tracked and monitored on the Literacy and Numeracy continuums, with staff regularly adjusting learning goals to suit individual learning needs. There will be a continued focus on targeted intervention and ensuring students are attaining appropriate stage clusters in all aspects.

Next Steps

Walhallow Public School will continue to develop and produce engaged 21st Century learners by continuing to support student learning and behaviour through positive well-being embedded in the school as well as staff professional learning around engagement for increased student learning outcomes. There will also be a focus on maintaining attendance rates of 90% or above through purposeful and specific communication with parents around the importance of student attendance. Looking forward, there will be a continued focus on targeted intervention and ensuring students are attaining appropriate achievements in all aspects. Staff professional learning around the Literacy and Numeracy Learning Progressions will take place in order to ensure understanding around new ways of analysing and reporting on student data.



Strategic Direction 2

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

Walhallow Public School staff have committed to increasing engagement and achievement for Aboriginal students through fostering a learning environment that is responsive to individual needs. Teachers have continued to develop their capacity to deeply engage students, differentiate their learning and support students academically, culturally, socially and personally.

Staff have effectively implemented Assessment for Learning strategies into classrooms to support all Key Learning Areas. They have continued with Professional Learning opportunities and collaborative practices with other staff members to ensure effective planning, assessing and reporting; understanding achievement data; and engaging and supporting students and their learning needs. Our strong connections with other schools within our Small Schools' Network has allowed staff to work together to successfully implement effective assessment strategies and utilise opportunities for Consistent Teacher Judgement.

With beginning and early-career teachers prominent within our school community, developing teacher capacity has been a constant focus for our school. Supporting teachers through classroom observations, demonstration lessons, learning walks, and collaborative planning, programming and assessing opportunities have enabled staff to work together to identify and build on areas of need. Quality teaching practices are embedded and monitored through collaborative teaching and learning with staff.

Our staff have continued to use learning continuums to support assessment practices and inform classroom teaching. With the support of our Instructional leader, staff have worked closely with the continuums to provide differentiated programs and practices across the school.

Aboriginal culture and education are extremely important in our school, with staff training and retraining in cultural sensitivity, issues and history. Aboriginal culture is valued and continues to underpin all academic programs. Staff include Aboriginal perspectives within their teaching and learning practices. We have also implemented Inquiry for Indigenous Student perspectives throughout our Primary Science units.

Students have continued to develop vocabulary use and understanding through targeted, specific and purposeful learning sequences and interventions. Our speech program with Ms Rebecca Bates was successful with 100% of identified students participating in the program. We now have more than 80% of students at or above expected levels for vocabulary use and understanding spoken and written words in context.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	P/L release for observations – \$4847.49 Additional Teacher – \$1151.24 (Low Level Adjustment for Disability) Celebrations/Transport – \$1101.94	Our Aboriginal culture program remains a prominent and important aspect of the learning process at Walhallow Public School. Aboriginal Education and special events are observed throughout the year with the support of our local and wider community.
A focused vocabulary program and scope and sequencing of	2016 Language Grant Residual utilised \$2069.89	Students have demonstrated rising awareness and understanding of appropriate use of spoken and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
language in Literacy and Numeracy has resulted in students reaching stage appropriate clusters and is evidenced by 80% of Infants students showing marked improvement in vocabulary scales.	Additional Teacher – \$47014 (RAM and Global)	written words in the context of Literacy and Numeracy learning. More than 80% of students demonstrate at or above expected levels of vocabulary use on the stage appropriate clusters on the continuum.
Aboriginal student learning is maximised through greater understanding of departmental practise, identifying and analysing data (Lit/Num, SMART, attendance, etc.) to plan individualised and differentiated learning which ensures the achievements of our Aboriginal students match or better the outcomes of all students.	As above	Aboriginal education and the support of Aboriginal students continues to be at the forefront of our work at Walhallow Public School. All students work towards Individual Learning goals, and engage in personalised and differentiated learning which ensures achievement levels are at or above expected levels. We have demonstrated achievement this year with 94% of students reading at or above the expected levels.

Next Steps

Walhallow Public School will continue to develop teacher capacity and enrich the cultural understanding and support of students through teacher education and training and the promotion of Aboriginal identity and empowerment through community relationships. We will work closely with the Preschool and the High School to develop positive relationships that promote engagement, well-being and educational outcomes.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10, 748.16	Employment of a second teacher through funding from this allocation has resulted in improved behaviour management in 2017 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.
Socio–economic background	\$24, 358.26	Employment of a second teacher through funding from this allocation has resulted in greater engagement by students in their learning and goals being set and reached in learning environments that support students personally, socially and academically and age appropriately .
EAFS	\$0	Student achievement is in line with the state expectations for Early Stage 1 and Stage 1 students.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	5	5	5	6
Girls	11	5	6	10

Walhallow Public School's enrolment has increased over the course of the year, but has overall remained steady over the past 4 years. In 2017 the school enrolled more girls than boys, with the majority of enrolments based in the K–1 cohort.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	87.1	91.6	83.5	81.7
1		91.8	95.3	92.1
2	90		83.5	92.5
3	84.4	87.9	79.6	94.6
4	87.8		84.9	97.7
5	84.8	93.6		87.5
6		91	89.2	
All Years	86.1	91.3	86.3	89.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1		93.8	93.9	93.8
2	94.9		94.1	94
3	95	94.1	94.2	94.1
4	94.9		93.9	93.9
5	94.8	94		93.8
6		93.5	93.4	
All Years	95	94	94	94

Management of non-attendance

Walhallow Public School has been committed to improving attendance rates throughout 2017. Our school has maintained strict records on student absences and followed up immediately with parents as per our policy. As a result, parents understand the procedures when students are absent.

We have shown an increase in attendance rates in

Years 2, 3, and 4; and a small decrease in attendance rates for Kindergarten and Year 1 as a result of fluctuating enrolments. There is no comparative data for Year 5 and 6 for the 2016–2017 period.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.24
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.7
Other Positions	0

*Full Time Equivalent

Walhallow Public School has a Teaching Principal, as well as a second full time Classroom Teacher (of which the Department of Education and the school both fund). We have had an additional teacher for different times throughout the year (9 hours over 3 days in Semester 1; and 6 hours over 1 day in Semester 2) 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 for 2 days per week. We also have an Instructional Leader for 1 day per week partially funded by the school. We have a School Administration Manager for 2.5 days per week over a fortnight. 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	0

Professional learning and teacher accreditation

Walhallow Public School worked together as a staff throughout 2017 to achieve professional learning goals. Our learning continued around Assessment for Learning, Visible Learning and The Leader in Me program, as well as ongoing development in Language, Learning and Literacy (L3) and the Mathematics Building Blocks, encompassing our previous learning in Targeted Early Numeracy (TEN), Taking Off With Numeracy (TOWN) and Count Me In Too (CMIT).

Executive staff trained in the School Planning and Reporting Tool which supported Walhallow Public School in preparing for the school plan and annual report. Staff were also trained on the School Excellence Framework, ensuring our school is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every student.

Early Action for Success continued to be a focus for staff professional learning this year, with many opportunities for teachers to engage in learning with our Instructional leader on early years' literacy and numeracy. The new Learning Progressions were a focus for our learning, as well as opportunities around writing, spelling, and reading (running records).

This year the Learning Management and Business Reform (LMBR) was rolled out, with staff trained in a range of new online-based systems to manage students, enrolments and finance. In addition to this, staff engaged in training around the library borrowing and stocktake system.

Staff engaged in training around the support of students with additional needs and in particular, students on the Autism Spectrum. This learning was supported by a session around the National Disability Data Collection.

Staff extended their own learning through the Commonwealth Scientific and Industrial Research Organisation (CSIRO) with an Aboriginal student inquiry-based learning project. Additionally, some staff engaged in a scholarship with Yurrandalii Education, focusing on the foundations of connecting with Aboriginal community, connecting to country and making meaningful connections with Aboriginal students and families.

As part of our future focused learning goals, staff took part in the initial Digital Technologies professional learning, which supports the implementation and understanding of the new Technologies curriculum, as well as outlines a three-year plan for Walhallow Public School that incorporates the existing Kitchen Garden program.

The Small Schools' Network collaborated with our Assistant Principal, Learning Support on developing, writing and implementing Individual Learning Plans (ILPs) for each student. Staff worked as team and individually on online forums to better understand how to support all students within the classroom.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	54,912
Global funds	71,133
Tied funds	78,091
School & community sources	4,273
Interest	1,156
Trust receipts	757
Canteen	0
Total Receipts	155,409
Payments	
Teaching & learning	
Key Learning Areas	12,969
Excursions	4,276
Extracurricular dissections	2,106
Library	452
Training & Development	5,222
Tied Funds Payments	38,113
Short Term Relief	3,339
Administration & Office	9,487
Canteen Payments	0
Utilities	4,496
Maintenance	9,402
Trust Payments	757
Capital Programs	0
Total Payments	90,620
Balance carried forward	119,701

The information provided in the financial summary includes reporting to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	131,844
Appropriation	119,701
Sale of Goods and Services	0
Grants and Contributions	12,143
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-75,057
Recurrent Expenses	-75,057
Employee Related	-69,746
Operating Expenses	-5,311
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	56,787
Balance Carried Forward	56,787

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	261,523
Base Per Capita	1,681
Base Location	7,634
Other Base	252,207
Equity Total	132,239
Equity Aboriginal	76,257
Equity Socio economic	34,516
Equity Language	0
Equity Disability	21,466
Targeted Total	0
Other Total	41,057
Grand Total	434,818

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Due to our small numbers, NAPLAN data is not displayed due to student privacy.

Parent/caregiver, student, teacher satisfaction

Throughout 2017 Walhallow Public School sought the opinions of students, staff, families and the wider community about their satisfaction of the school. Through surveys, discussions, meetings and interviews information was collected about the school's structure and plan. It is evident that there is a positive, engaging relationship between the school and its stakeholders. Our focus on supporting students to achieve academically, socially, personally and culturally has been well received with 100% of parents on board to support student outcomes. We now have a school-wide, shared sense of responsibility about how students learn at Walhallow Public School. There is evidence of high levels of engagement between students, staff, families and the community. This engagement is evident through the commitment to learning and achieving learning goals demonstrated by students, consistent development of teacher capacity through staff professional learning and dialogue and parents coming in the school for learning opportunities, social and celebratory occasions, as well as engagement in discussions about learning with teachers and support staff.



Policy requirements

Aboriginal education

Walhallow Public School holds an enrolment of 100% Aboriginal students. Our Aboriginal education is embedded into all teaching and learning opportunities. Specific cultural education programs are designed and implemented to educate all students about their heritage, culture and history.

The school values and respects Aboriginal perspectives across all Key Learning Areas. In 2017 Uncle Len Waters was enlisted to continue to develop our Kamilaroi language program, in conjunction with the established cultural program that included the performance group 'The Walhallow Songbirds'.

Students take part in weekly lessons to learn about Aboriginal culture through storytelling, language, music, art and dance. Students have been engaged in this program for the last six years and are now more than capable and confident to go out into the wider community to share their knowledge and understanding with children and adults.

Additionally, students have engaged in an Aboriginal student inquiry-based learning project with the CSIRO about traditional Aboriginal shelters and ways in which to predict the weather.

Our staff have actively sought professional learning around connecting with Aboriginal culture and communities. There is a commitment within our staff to respect the cultural identity of our students and our community and to be actively involved in the engagement of learning and achievement of outcomes for our Aboriginal students.

Our strong links with parents, the community, the AECG, the Preschool, the High School and other inter-agencies mean that students continue to have access to the best possible learning opportunities available to them.

Multicultural and anti-racism education

All students at Walhallow Public School come from English speaking backgrounds. Our emphasis on learning is about raising student awareness of multi-cultural Australia and ensuring they are respectful, informed citizens of our country. We celebrate the diversity of many cultures in many ways through a focus on multiculturalism embedded within the curriculum. Walhallow Public School students take part in celebrations each year, e.g. Harmony Day, where different focus studies involve learning about food, the arts, the culture and the language of other