

Walhallow Public School

Annual Report



2018



3343

Introduction

The Annual Report for **2018** 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.

Skye Davis

Principal

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Message from the Principal

What an exciting and busy year at Walhallow Public School we have had.

The staff and students hit the ground running with 14 students and have ended the year with 21 enrolments and some visitors also.

I'd like to take this opportunity to thank the staff for their hard work and commitment to the students and community of Walhallow. Always here with a smile and happy to go above and beyond to assist our students and offer them amazing learning opportunities each day.

To our Parent Group, thank you for the contributions you have made to our school this year and for assisting in our fundraising endeavours. It is always fantastic to see parent and community members in the school; the children and staff love your involvement and it demonstrates that you are interested in the school and care about the students and their education. We very much appreciate your efforts. Special mention goes to Mrs Cronin and our Community Craft Group, particularly Virginia Wood, who have been busy this year making things to sell to our immediate community and beyond for Mother's Day, at the Quirindi High School Twilight Markets and Christmas on the Plains, Quirindi. Virginia has also led our students in some fabulous art/craft activities this year in the classroom, which the students have enjoyed. Thank you to Ronnie also, our resident bus driver, who has had a real workout driving us around the countryside this year.

We have continued to be part of the Small Schools' Network with Spring Ridge Public School and Blackville Public School, joining together on many occasions for sporting events, learning programs and special days. This connection is extremely important for both the students and staff. Our alliance with Quirindi High School and The Clontarf Academy goes from strength to strength and we have shared many valuable opportunities with them this year, our Combined Schools Band has definitely been a highlight this year. It is important for the students here at Walhallow Public School to see themselves as part of a wider community and these connections help with that.

There have been so many highlights throughout the year, one of which was our 110th anniversary this year. We enjoyed our celebrations and the trip down memory lane, acknowledging all people who have added to the fabric of Walhallow Public School and Community. Our trip to Queensland this year was also very special. We had an amazing time enjoying the sights of the Gold Coast for a week. Thank you to the Parent Group for their contribution to our excursion and to Farming for Kids for their sizeable donation to allow this excursion to be a very affordable excursion for our students. All excursions are made very accessible for students as the school subsidises these excursions greatly and we are also very lucky to access the Walhallow community bus. Another organisation that we are very grateful to have an affiliation with is 'The Aboriginal Children's Advancement Society'. This year Mr Gorrell and his team donated an Interactive Whiteboard to our school, valued at approximately \$7,000.

Every student at Walhallow is known, valued and cared for. Every student has grown and developed throughout the year and this is definitely worth celebrating.

Message from the school community

During 2018, the Walhallow Parent Group has seen funds raised through an IGA barbeque and raffle, selling of doubles during the football season, catering for the Spring Ridge Small Schools Athletics Carnival at Golland Fields and also weekly pantry.

As a result of this fundraising we were able to support the whole school excursion to the Gold Coast by lessening the cost of the excursion for students' families. A further purchase of ergonomic furniture for the classrooms was also possible.

Thank you to everyone who was able to help in any small way this year by cooking or donating time to fundraising efforts.

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 twenty three 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

The stage that best describes our school practices in the domain of **learning** is ***Sustaining and Growing***. Our staff make certain that;

They support students to take responsibility for their own learning. Through our Personalised Learning Pathways process, students are able to identify their own learning dreams in literacy and numeracy. They work with teachers to identify "where to next".

Parents support this process and a strong learning environment is supported by positive and respectful relationships. We have parents and community members coming in to help with the learning experiences of our students in programs such as art and Reading '**MEN**tors' (Men in the community coming in to read to students), as well as outside agencies providing additional learning opportunities.

Learning is valued by students as they strive to be Safe, Respectful Learners. "The Leader In Me" program provides 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 our classroom practice.

Staff engage with classroom lesson observations to determine 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. Walhallow Public School is an Early Action for Success (EaFS) school and we are working to embed the Literacy and Numeracy Progressions into our practice. 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

The stage that best describes our school practices in the domain of **teaching** is **Delivering**. Teachers ensure the following;

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 to provide effective feedback on student learning, using consistent teacher judgement, through common assessment tasks. 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. By addressing The Australian Professional Standards for Teachers, all staff have gained a better understanding of the accreditation process, ensuring the integrity and accountability of the profession.

The Principal, classroom teachers 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 quality curriculum delivery and differentiation.

Opportunities such as classroom observations, school-wide learning walks and plotting students against the Literacy and Numeracy Progressions 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. 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

The stage that best describes school practices for the domain of **leading** is **Delivering**. Staff do this by;

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 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 addressed 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 is a key component in the school planning and reporting cycle. It is a reflective practice that will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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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

Quality Learning

Purpose

Walhallow Public School strives to develop student engagement and achievement so that students become confident and competent future focused learners. We value and support students' personal, cultural, social, and academic development to become active, respectful lifelong learners.

Overall summary of progress

Walhallow Public School is working towards embedding a whole school approach to developing and implementing protocols, practices and programs to engage students and assist them in becoming future focused learners.

As a result of staff participating in Professional Learning opportunities with the Small School's Network based on creating the most exciting and challenging learning environment where all students are engaged, staff are feeling more confident and supported in differentiating the curriculum to implement unique learning and teaching strategies to meet learners needs.

Through our involvement in the Australian Curriculum, Assessment and Reporting (ACARA) Digital Technologies Project, teachers have implemented STEM Integrated Projects which have increased student engagement in becoming future focused learners.

Our involvement in the Small School's Network academic, cultural, sporting and technology days has supported the students in their learning. These days offer variety, **socialising and unique learning opportunities for all students.**

Personalised Learning Pathways processes have enhanced positive partnerships with students, parents and carers. They inform all students, parents and teaching staff of aspirational targets, leading to improved personalised learning. By determining literacy, numeracy and personal dreams, the students have been able measure their own achievements and have a sense of pride and confidence in themselves and their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff embed future focused learning into classroom practice. This will be evidenced in programs, classroom observations, student work samples and e-portfolios and engagement with professional learning.	Ralph Pirozzo PL – \$1000 Pedacomp – K–6 Technologies Curriculum Workshop – \$759	Staff have collaboratively programmed and planned 'where to next' as a result of successful participation in PL with Ralph Pirozzo. Staff have developed knowledge and skills to embed future focussed learning into classroom practice.
All students are confident in using digital technologies as part of their learning. They effectively utilise relevant technology for assessment including NAPLAN and monitor their progress by using an ICT data wall that highlights a progression in skills.	Technology purchases – \$1249.23	Staff capacity has been built by our participation in The Digital Technologies Project with ACARA. Staff have had the opportunity to learn from experts and collaboratively plan the development of this project. Staff and students have experienced using and developing new technologies.
Improved levels of student engagement as indicated by averaging at least 4 of a 5 point scale in the schools engagement survey.	Nil	Students have displayed improved levels of engagement in lessons, particularly in relation to future focussed learning. They have developed skills in new digital technologies and as a result have developed confidence in using these new technologies and are working towards developing their own technology to use at school. The development of the students' PLP has also

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved levels of student engagement as indicated by averaging at least 4 of a 5 point scale in the schools engagement survey.		contributed to improved levels of engagement as learning is made meaningful and achievement is monitored and celebrated.
Personal Learning Pathways create a culture of improvement and learning at Walhallow PS. This will be evidenced in programs, classroom observations and student work samples.	Nil	Personalised Learning Pathways proformas have been developed and endorsed by our local AECG. Two PLP meetings a year (one per semester) to review plans and express new dreams/goals for personalised learning are taking place with teachers, students and carers. PLP's are visible and referred to and students are supported to achieve the dreams/goals in their PLP.

Next Steps

Walhallow Public School will continue to develop future focused learners through an engaging curriculum and personalised learning determined by students, teachers and parents through the personalised learning pathways process.

Professional learning in this area will continue to build the capacity of staff to provide challenging learning opportunities and differentiated programs.

Walhallow Public School will continue to build it's resources in this area so that the students have the latest technology on hand and will be equipped with the skills to support them in the future.

Strategic Direction 2

Quality Teaching

Purpose

Walhallow Public School is committed to developing teacher capacity to deliver high quality, differentiated, and engaging teaching and learning. Formative assessment is integrated into daily teaching practice in every classroom and teachers effectively analyse student assessment data to inform future teaching and learning.

Overall summary of progress

Consistent whole school practices for assessment are being developed and used to monitor, plan and report on student learning. Walhallow Public School is working towards evidencing through scope and sequences, assessment schedules and PL records.

Our involvement in Early Action for Success allows us to have our finger on the pulse to the most recent research and exposes us to departmental priorities in a very timely manner. Staff capacity is being built around Literacy and Numeracy Progressions, with the assistance and expertise of our Instructional Leader. Literacy, Language Learning (L3) is a school priority in K–2 and participation in this quality professional learning allows staff to be trained in best practice in literacy learning, including assessment, schedules and curriculum knowledge. These consistent school– wide practices in literacy and numeracy use effective evidence–based teaching methods that optimise learning progress for all students.

Staff have increased knowledge and skills in gathering, analysing and interpreting student data from external and internal sources. Through professional learning offered through Early Action for Success and Small School's Network priorities of consistent teacher judgement, gathering data and analysing NAPLAN, staff are committed to improving these practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will achieve at or above expected levels of growth across Literacy and Numeracy Learning Progressions.	Nil	Students are achieving in Literacy and Numeracy and this achievement is being recorded in Plan 2 which is based on plotting the students on the Literacy and Numeracy Progressions. As a Small Schools Network and in line with Early Action for Success requirements we are plotting all students at Walhallow PS in one element of Literacy – Creating Texts and one in Numeracy, Multiplicative Thinking. Students that are not on target to achieve expected levels of growth are the focus of Learning and Support discussions as well as Individualised Learning Plans.
All students are achieving at or above the expected level for EAfS targets. Explicit interventions are in place for students not meeting this benchmark.	Nil	Students are encouraged to achieve at a certain level as part of the Early Action for Success (EAfS) initiative in reading levels, vocabulary and numeracy areas. Explicit interventions are in place for students not meeting this benchmark. Benchmarks are being negotiated as we transition from The Continuum to The Learning Progressions.
All staff Performance and Development Plans have at least one goal linked to higher accreditation standards and are assessed by all staff as being highly valuable. Staff can evidence progress towards achieving this goal.	Nil	Each year all staff plan their Performance and Development in consultation with their supervisor. This year all staff have participated in Professional Learning to 'unpack' the standards and understand their impact and implications. Staff have been advised on the process involved in working towards higher accreditation. To date 50% of staff have their Personal Development Plan linked to higher accreditation and are working towards evidencing progress towards achieving this goal.

Next Steps

Walhallow Public School will continue to develop teacher capacity through teacher education and training to give students the skills and confidence to embed data gathering, analysing and interpreting into school practices. We continue to select quality assessment tasks to gather information to inform teaching and learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$70, 042	Our Aboriginal Education Officer is funded through this allocation as well as a portion supports a Student Learning Support Officer. These positions have resulted in student support programs, increased community engagement, the explicit teaching of culture and language in programs designed by our AEO and supported by our classroom teachers. These programs enable students to feel connected to their culture and their heritage.
Low level adjustment for disability	\$11,899	Employment of a second teacher through funding from this allocation has resulted in improved behaviour management in 2018 as a direct result of the stronger school/ home relationships and 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.
Quality Teaching, Successful Students (QTSS)	\$2499	This allocation contributed to funding our RFF teacher. In these lessons the students were involved in the Digital Technologies Project which encourages future focussed learning as well as Creative and Practical Art lessons that compliment our culture program and our <i>Walhallow Songbirds</i> performances.
Socio–economic background	\$33753	Employment of a second teacher through funding from this allocation has resulted in improved behaviour management in 2018 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.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	5	5	6	8
Girls	5	6	10	13

Walhallow Public School's enrolment has increased over the course of the year, consistent with a gradual increase of students over the last four years. In 2018 the school enrolled more girls than boys, with the majority of enrolments based in Kindergarten and Year One.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.6	83.5	81.7	88.8
1	91.8	95.3	92.1	90.2
2		83.5	92.5	92.9
3	87.9	79.6	94.6	90.5
4		84.9	97.7	83.7
5	93.6		87.5	99.4
6	91	89.2		0
All Years	91.3	86.3	89.9	90.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2		94.1	94	93.5
3	94.1	94.2	94.1	93.6
4		93.9	93.9	93.4
5	94		93.8	93.2
6	93.5	93.4		92.5
All Years	94	94	94	93.4

Management of non-attendance

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

Class sizes

Class	Total
K2	8
26	7

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.7

*Full Time Equivalent

Walhallow Public School has a Teaching Principal, as well as a second Classroom Teacher of which the Department of Education and the school fund. We have had an additional teacher for different times throughout the year – 2 days per week for Learning Support and Release from Face to Face.

We have a permanent Aboriginal Education Officer, a School Learning Support Officer for special needs, funded by both The Department of Education and the school. We also have a School Chaplain for two days per week and an Instructional Leader partially funded by the school for one day per week.

Our School Administration Manager is at Walhallow Public School two and a half days per week and our General Assistant has an allocation of one day 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	0

Professional learning and teacher accreditation

Walhallow Public School worked together as a staff throughout 2018 to achieve professional learning goals.

Our learning continued in The Leader in Me, Language Learning and Literacy (L3).

Executive staff trained in LMBR and 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 eFPT Budget Tool which is designed to assist with budget monitoring. Student Management and Administration systems (EBS and EBS on track) were implemented. The School Excellence Framework and the Self – Assessment Process continue to play an important role in staff training.

Early Action for Success continued through 2018 and many Professional Learning opportunities were made available through EAFS and our Instructional Leader. The new Learning Progressions in Literacy and Numeracy continue to be a focus.

Staff completed training on Hearing through Online Training Australia. The Small School's Network staff engaged in learning on The Australian Professional Standards for Teachers and the Accreditation process.

Staff trained with Ralph Pirozzo on student engagement, with Commonwealth Scientific and Industrial Research Organisation (CSIRO) with an Aboriginal student inquiry – based learning project. Additionally, some staff participated in Aboriginal Dancing Workshops and 8 Ways of Learning.

Staff are committed to our Digital Technology Project with ACARA and under go numerous training sessions as part of this project.

The Principal participated in the Leading Educators Around the Planet (LEAP) Principal Exchange to St Columba's in Scotland. This proved very valuable, with a focus on well being with relaxation programs, emotion check ins, the need for visuals and behaviour management techniques being a highlight.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	56,787
Revenue	544,492
Appropriation	525,517
Sale of Goods and Services	-216
Grants and Contributions	19,033
Gain and Loss	0
Other Revenue	0
Investment Income	157
Expenses	-564,323
Recurrent Expenses	-564,323
Employee Related	-513,903
Operating Expenses	-50,420
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-19,831
Balance Carried Forward	36,956

The three financial summary tables cover 13 months (from December 1 2017 – to December 31 2018).

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

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	284,315
Base Per Capita	3,094
Base Location	8,883
Other Base	272,339
Equity Total	115,693
Equity Aboriginal	70,042
Equity Socio economic	33,753
Equity Language	0
Equity Disability	11,899
Targeted Total	36,747
Other Total	43,430
Grand Total	480,185

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

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

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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.

Due to our small numbers, My School Website data is not displayed due to student privacy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Due to our small numbers, Additional State reporting data is not displayed due to student privacy.



Parent/caregiver, student, teacher satisfaction

Throughout 2018 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.

All staff 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 dreams demonstrated by students, consistent development of teacher capacity through staff professional learning and dialogue and parents coming in the school for learning opportunities 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. 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 2018 Miss Zoe Allan with the support and guidance of Mrs Roxanne Harris continued 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 seven 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, Ooranga Preschool, Quirindi 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 cultures.