

# Walhallow Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### School contact details

Walhallow Public School

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## 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 one 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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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.

#### Improvement Measures

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.

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.

Improved levels of student engagement as indicated by averaging at least 4 of a 5 point scale in the schools engagement survey.

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.

#### Progress towards achieving improvement measures

##### Process 1: Curriculum

A whole school approach to developing and implementing protocols, practices and programs to engage students and assist them in becoming future focused learners.

Evaluation	Funds Expended (Resources)
Questions – Has the ACARA Project led to student engagement? Have staff improved their use of technology for student engagement? Have students improved on task behaviours and lesson engagement through the ACARA Strategy?	ACARA running workshops for students and mentoring staff – cost nil
Data Sources – Survey students and staff about their engagement in lessons, work samples and class observations.	
Analysis – Data supports improvement in digital technology use.	
Implications – Where to next? – Scope and Sequence, Assessment schedule, Resourcing	

##### Process 2: Personalised Learning Pathways

Whole school processes ensure positive partnerships with students, parents and carers, informs aspirational targets, leading to improved personalised learning.

Evaluation	Funds Expended (Resources)
Questions – Are students achieving their PLP dreams? How are we documenting when students achieve goals? Are our PLP's dynamic?	Semester Two Reports  Anecdotal records
Data Sources – Semester Two Reports, Work Samples	
Analysis – Personalised Learning Pathways for 2019 are completed	
Implications – Look at reviewing current PLP proformas and recording processes early 2020.	

## 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.

#### Improvement Measures

All students will achieve at or above expected levels of growth across Literacy and Numeracy Learning Progressions.

All students are achieving at or above the expected level for EAfS targets. Explicit interventions are in place for students not meeting this benchmark.

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.

#### Progress towards achieving improvement measures

##### Process 1: Assessment

Teachers increase knowledge and implementation of learning progressions. Development and implementation of formative and summative assessment strategies are consistent and routine.

Evaluation	Funds Expended (Resources)
Questions – Do we provide formative and summative assessment opportunities for our students? Do teachers share the criteria for student assessment with students?	Semester Two Reports
Data Resources – Formative and Summative Assessment Tasks	Assessment Tasks
Analysis – Students know when and why assessment is undertaken	
Implications – Students receiving and understanding feedback.	

##### Process 2: Data Analysis

Teachers increase knowledge and skills in gathering, analysing and interpreting student data from external and internal sources.

Evaluation	Funds Expended (Resources)
Questions – How do we build consistent and comparable judgement of student learning? Do teachers review student assessment data and compare results from external and internal measures?	Instructional Leader
Data Sources – External and internal assessment results	SCOUT Data
Analysis – Walhallow Public School promotes consistent and comparable judgement of student learning.	
Implications – Assessments are developed/ sourced across the school to monitor student learning progress and identify skill gaps.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal Education Officer utilising Aboriginal Education funds.</p> <p>\$68575 –Staffing</p> <p>\$14003 – Flexible</p> <p>\$82578 – Total</p>	<p>All milestones have been achieved with positive outcomes for all students in terms of their deep understanding of local Aboriginal history and continued establishment of the Gamilaraay language program in the school.</p> <p>Walhallow Public School hosted the Small School's Network NAIDOC Day. Students performed and ran workshops based around the Aboriginal 8 Ways of Learning.</p> <p>The whole school was involved in CAPERS with our Aboriginal students a key component of the dance sections. They also performed at The King of the Ranges, Murrurundi in the Welcome to Country section.</p>
<b>Low level adjustment for disability</b>	<p>Student Learning Support Officer</p> <p>\$14302</p>	<p>Programs have shown positive impacts on student learning. These have been quantified through the number of students participating in Minilit program, targeted support for students with the need for individualised literacy and behaviour programs, reduced suspension due to a greater ability to engage with curriculum and behaviour expectations.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Class Teacher</p> <p>\$2881</p>	<p>These funds support our school having two classes. Our Rainbow Serpent Room (K–2) and Echidna Room (3–6). This allows for differentiated learning and bespoke programs as class sizes are kept small.</p>
<b>Socio–economic background</b>	<p>Music Teacher/Sports Teacher</p> <p>Boys/Men Strategy</p> <p>Wellbeing Program</p> <p>Excursions</p> <p>Student Learning Support Officer</p> <p>\$42 209</p>	<p>Programs have shown positive impacts on student learning. Targeted support for students with the need for individualised learning and behaviour programs, nutrition programs, specialised teaching programs, Boys/Mens Strategy and subsidising excursions have all contributed to reducing suspension rates as students have a greater ability to engage with curriculum and behaviour expectations.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	5	6	8	9
Girls	6	10	13	13

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	83.5	81.7	88.8	83.6
1	95.3	92.1	90.2	83.7
2	83.5	92.5	92.9	91.8
3	79.6	94.6	90.5	90.6
4	84.9	97.7	83.7	89.6
5		87.5	99.4	86.6
6	89.2		0	85.9
All Years	86.3	89.9	90.1	87.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5		93.8	93.2	92.8
6	93.4		92.5	92.1
All Years	94	94	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.8
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.7

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	36,956
<b>Revenue</b>	669,569
Appropriation	653,843
Sale of Goods and Services	909
Grants and contributions	14,515
Investment income	302
<b>Expenses</b>	-608,152
Employee related	-543,151
Operating expenses	-65,001
<b>Surplus / deficit for the year</b>	61,417

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	37,664
<b>Equity Total</b>	139,089
Equity - Aboriginal	82,578
Equity - Socio-economic	42,209
Equity - Language	0
Equity - Disability	14,302
<b>Base Total</b>	367,030
Base - Per Capita	4,927
Base - Location	10,210
Base - Other	351,892
<b>Other Total</b>	55,858
<b>Grand Total</b>	599,641

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.

## 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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Through our Facebook page, School Website, Personalised Learning Pathway meetings, interviews at Parent/Teacher sessions, informal meetings, P&C feedback, meetings with the Walhallow Local Aboriginal Lands Council and community feedback, it has been indicated that there is a high level of satisfaction with the learning occurring at the school. Regular communication is sent home about school happenings through the fortnightly newsletter, this is also replicated on the school Facebook page. A number of parent information sessions are held throughout the year to assist parents with their understanding of school routines and how to support learning in the home environment. The Aboriginal Education Officer is regularly in the community and collecting feedback. This feedback is translated into action where necessary through regular meetings with the Principal and staff.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.