

2022 Annual Report

Walhallow Public School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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

Mooki River

CAROONA, 2343

<https://walhallow-p.schools.nsw.gov.au>

walhallow-p.school@det.nsw.edu.au

6747 4717

School vision

Walhallow Public School strives to develop the potential of every student through a culturally inclusive and relevant curriculum, supported by strong school and community partnerships. By valuing individuals and being committed to student well-being, we will develop self-regulated, responsible and respectful lifelong learners.

School context

Walhallow Public School is a small rural school, located thirty kilometres from the towns of Werris Creek and Quirindi. The school has an enrolment of 23 students, 100% of students identify as Aboriginal.

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

The school has high expectations for our students, staff and community. Learning programs are personalised for each student to promote learning and wellbeing as well as cultural identity.

As a school we have determined that we need to continue to enhance curriculum delivery by ensuring it is diverse and inclusive to engage and extend students. We will continue to develop assessment practices and monitor student performance data to ensure teaching and learning programs are explicit, differentiated and engaging. We will do this by continuing to strengthen teacher practice through high impact professional learning and developing dynamic school wide systems for student engagement and improvement whilst respecting cultural protocols. Through collaboration within and beyond the school we will develop local cultural awareness, build on our community of practice with our Small Schools Network - Warrama-li and continue to engage with community and inter-agencies for student wellbeing. Every student is known, valued and cared for at Walhallow Public School.

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. 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise the learning outcomes by delivering a curriculum that aims to extend and engage every student through explicit, differentiated and research informed teaching practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy/Numeracy

Resources allocated to this strategic direction

Professional learning: \$3,000.00

Aboriginal background: \$6,060.00

Low level adjustment for disability: \$18,921.00

Integration funding support: \$44,792.00

Socio-economic background: \$54,366.85

QTSS release: \$3,792.00

AP Curriculum & Instruction: \$30,114.00

Summary of progress

Resources have been purchased and utilised in both classrooms effectively. Staff absences and poor engagement from students have been barriers to learning. However embedding the phonemic awareness program into the morning Literacy block has enabled all senior students to effectively achieve relevant benchmarks and junior students to progress. Resources have been audited and decodables and other resources purchased. Phonic Diagnostic assessment for all students K-6 have been undertaken. Staff have unpacked the DoE Scope and sequence for phonics and assigned stage expectations that will suit the needs of students. Students have been grouped according to phonics knowledge.

Our focus for 2022

- The school analysed a range of internal and external data sources, identified their hunch in Reading and aligned a sub element of Phonological Awareness and Phonics from the National Learning Progression in PLAN2. At this time the school used the Determining Implementation Gap Tool (DIG) to identify its focus areas of Collaboration and Data Skills and Assessment.
- A Theory of Action was co-designed to accommodate the needs and context of the school to support student growth and attainment, and (whole) school improvement in Reading.
- Department of Education ALAN suite of assessments was utilised to establish student baseline data in the identified progression sub element in PLAN2- Phonological Awareness and Phonics for all students K-6
- Scheduled regular five weekly data analysis took place to monitor progress and plan next steps in teaching and learning. These meetings included the Principal(s), APC&I, teaching staff and Collaborative Support Unique Settings (CSUS) team.

This has involved :

School used research, evidence-based strategies, and innovative thinking in designing and implementing a Theory of Action.

Scheduled regular five weekly data analysis were established to monitor progress and plan next steps in teaching and learning with the support and guidance from the Collaborative Support Unique Settings (CSUS) team.

Staff pre-survey in phonological Awareness identified knowledge and understanding of research-based practice was analysed to inform differentiated teacher professional learning.

Applying research informed best practice including Delsea Konza - (linked to K-2 English Syllabus)

Purchase of Heggerty's and decodables- embedded into the literacy session daily. Professional learning and follow-up discussions in staff meetings - resource audit and the way students were grouped. These conversations promoted accountability and the importance of the work using PLAN2 effectively to inform teaching points.

PLAN2 Data- Clearly identified students requiring intervention. Area of focus observation sheet aligned to indicators which is easy to feed in the teacher observations in PLAN2.

Assistant Principal Curriculum and Innovation (APC&I) designed and supported the implementation of targeted interventions for individual students.

The school has developed a common focus in particular the Assistant Principal Curriculum and Innovation APC&I and Principal and staff - sequence and support. Streamlined school focus - Reading - Given tools to use, embed new syllabus and evidence-based practice.

Following the Theory of Action has been a guiding light and can be applied in any school identified progress measure.

Universal Hub has provided additional opportunities and different opportunities. Allow me to reflect.

There has been a shift in understanding the why/ need of decodables - using the syllabus and evidence.

Staff PL Scarborough Rope and use of PLAN2 data and evaluative practice to inform explicit teaching.

As a result:

- PLAN2 data indicated a student percentage score increase in Phonological Awareness and Phonics from the first data capture (midway through term2) of 68 % to the final capture (mid-way through term 4) to 85%. This indicated overall student growth of 18% in reading.
- Teachers are now teaching at the point of need using data informed practice. Staff enthusiasm around being able to see progress of students. Staff felt success in their teaching of phonemic awareness.
- Students are beginning to use the strategies explicitly taught in their writing and reading.
- Taking the mystery out of hearing sounds in words. Liking the routine and predictability of what they needed to do. Improved engagement.
- Professional learning and professional conversations have supported differentiated needs of individual staff through the use of PLAN2 and decodables.
- Explicit teaching and point of need became the focus as a result of the narrow PLAN2 data focus within Phonological Awareness.

Next year our focus will be to

Develop a Theory of Action with clear expectations designed to support differentiated student growth in Reading. Explicit teaching of phonics using PLAN2 data. Establish baseline data through ALAN - Phonics Assessment with regular data conversations to identify point of need teaching and learning opportunities. Develop staff skills and knowledge using evidence informed practice.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• All students in Years 3 and 5 show improvement towards our lower bound target range of 60% in the top two bands in NAPLAN Reading.	Due to the small size of the cohort accurate percentages cannot be reported
• All students in Years 3 and 5 show improvement towards our lower bound target range of 60% in the top two bands in NAPLAN Numeracy.	Due to the small size of the cohort accurate percentages cannot be reported.

Strategic Direction 2: Wellbeing and Engagement

Purpose

Our purpose is to create an environment of high expectations where all students' success is underpinned by connections and inclusivity.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and Engagement

Resources allocated to this strategic direction

Aboriginal background: \$27,161.00

Socio-economic background: \$5,492.00

Professional learning: \$2,489.00

Location: \$10,900.00

Summary of progress

A positive reward system for kindness was implemented with higher expectation of student behaviour by staff. Students were expected to at least attempt activities with support provided. Both positive and negative consequences were discussed and implemented. Small group activities were implemented to develop positive interactions with staff and further engage students in their learning. These interactions have been positive and allowed for more personal communication. Self regulation processes have been put in place. Most kids are engaging better with their learning after a change in cohort has enabled relationship building without the division. Professional Learning from the Berry Street Model has further enlightened staff to more effectively identify and manage student behaviours. Continued Professional Learning on the Berry Street model and the implementation of the new practices including stamina graphs/goals, positive primers, morning circle and learning how to turn down the volume and use reset support systems have all assisted to build a more positive culture.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• All students show improvement within our target range of 70%-100% in attendance.	• The number of students attending school 90% of the time has improved from Term 3 implementation from 74.6% to Term 4, 81.6%.
Teaching and learning programs across the school show evidence that they are inclusive and diverse as they are adjusted to address individual student needs.	Diversified programs across the school have enabled students to feel more included.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$44,792.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Walhallow Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy/Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • develop systems to collect and analyse student base-line data in effective evidence-based Reading (Phonemic Awareness and Phonics) <p>The allocation of this funding has resulted in the following impact: Resources purchased and utilised in both classrooms effectively. Staff absences and poor engagement from students have been barriers to learning. However embedding the phonemic awareness program into the morning Literacy block has enabled all senior students to effectively achieve relevant benchmarks and junior students to make progress. Resources have been audited and decodables and other resources purchased. Phonic Diagnostic assessment for all students K-6 have been undertaken. Staff have unpacked the DoE Scope and sequence for phonics and assigned stage expectations that will suit the needs of students Students have been grouped according to phonics knowledge fpr classroom teaching (differentiated).</p> <p>After evaluation, the next steps to support our students will be: Hegarty program incorporated into daily literacy program from Term 1. Phonics needs to be explicitly taught in areas identified through assessment. Students in junior room (k-3) need to have Phonemic Awareness taught from the 1st year of learning. Hearing sounds first. In both rooms Spelling/phonics based lessons need to incorporate activities that have blending,segmenting, addition and substitution of phonemes and rhyming</p>
<p>Socio-economic background</p> <p>\$59,858.85</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Walhallow Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy/Numeracy • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • build staff capacity and shared understanding of syllabus outcomes and identified progression indicators to plan explicit, research-based Phonemic Awareness and Phonics instruction • students will be focused and be self regulated in all school activities <p>The allocation of this funding has resulted in the following impact: Resources purchased and utilised in both classrooms effectively. Staff absences and poor engagement from students have been barriers to learning. However embedding the phonemic awareness program into the morning Literacy block has enabled all senior students to effectively achieve relevant benchmarks and junior students to progress. Resources have been audited and decodables and other resources purchased. Phonic Diagnostic assessments for all students K-6 have been undertaken. Staff have unpacked the DoE Scope and sequence for phonics and assigned stage expectations that will suit the needs of students Students have been grouped according to phonics knowledge .</p>

<p>Socio-economic background</p> <p>\$59,858.85</p>	<p>A positive reward system was implemented with higher expectation of student behaviour by staff. Small group activities were implemented to develop positive interactions with staff and further engage students in their learning. These interactions have been positive and allowed for more personal communication. Self regulation processes have been put in place. Most kids are engaging better with their learning after a change in cohort has enabled relationship building without the division. Professional Learning from the Berry Street Model has further enlightened staff to more effectively identify and manage student behaviours. Continued Professional Learning on the Berry Street model and the implementation of the new practices</p> <p>After evaluation, the next steps to support our students will be: Hegarty program incorporated into daily literacy program from Term 1. Senior students are now stage appropriate for phonemic awareness . However phonics needs to be explicitly taught in areas identified through assessment. Students in junior room (k-3) need to have Phonemic Awareness taught from the 1st year of learning. Hearing sounds first. In both rooms Spelling/phonics based lessons need to incorporate activities that have blending, segmenting, addition and substitution of phonemes and rhyming Further implementation of the Berry Street model including stamina graphs/goals, positive primers, morning circle and learning how to turn down the volume and use reset support systems will continue to assist to build a more positive culture where students engage in their learning.</p>
<p>Aboriginal background</p> <p>\$33,221.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Walhallow Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy/Numeracy • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • developing systems to collect and analyse student base-line data in effective evidence-based Reading (Phonemic Awareness and Phonics) • developing positive relationships through small group interactions where success is achievable and celebrated by students and staff. <p>The allocation of this funding has resulted in the following impact: Resources purchased and utilised in both classrooms effectively. The embedding of the phonemic awareness program into the morning Literacy block has enabled all senior students to effectively achieve relevant benchmarks and junior students to progress. Resources have been audited and decodables and other resources purchased. Phonic Diagnostic assessments for all students K-6 have been undertaken. Staff have unpacked the DoE Scope and sequence for phonics and assigned stage expectations that will suit the needs of students A positive reward system for kindness being implemented with higher expectation of student behaviour by staff. Small group activities were implemented to develop positive interactions with staff and further engage students in their learning. More personal communication was possible. Self regulation processes have been put in place. Most students engaged better with their learning after a change in cohort has enabled relationship building without the division. Professional Learning from the Berry Street Model has further enlightened staff to more effectively identify and manage student behaviours.</p> <p>After evaluation, the next steps to support our students will be: Hegarty program incorporated into daily literacy program from Term 1. Phonics needs to be explicitly taught in areas identified through assessment. Students in junior room (k-3) need to have Phonemic</p>

<p>Aboriginal background</p> <p>\$33,221.00</p>	<p>Awareness taught from the 1st year of learning. Hearing sounds first. In both rooms Spelling/phonics based lessons need to incorporate activities that have blending, segmenting, addition and substitution of phonemes and rhyming. Students will need to be grouped according to phonics knowledge. Continued Professional Learning on the Berry Street model and the implementation of the new practices including stamina graphs/goals, positive primers, morning circle and learning how to turn down the volume and use reset support systems have all assisted to build a more positive culture.</p>
<p>Low level adjustment for disability</p> <p>\$18,921.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Walhallow Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy/Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • develop systems to collect and analyse student base-line data in effective evidence-based Reading (Phonemic Awareness and Phonics) <p>The allocation of this funding has resulted in the following impact: Resources have been purchased and utilised in both classrooms effectively. Staff absences and poor engagement from students have been barriers to learning. However embedding the phonemic awareness program into the morning Literacy block has enabled all senior students to effectively achieve relevant benchmarks and junior students to progress. Resources have been audited and decodables and other resources purchased. Phonic Diagnostic assessment for all students K-6 have been undertaken. Staff have unpacked the DoE Scope and sequence for phonics and assigned stage expectations that will suit the needs of students. Students have been grouped according to phonics knowledge.</p> <p>After evaluation, the next steps to support our students will be: Pre testing across the school will ascertain the phonics groups that will allow teaching at point of need for all students. Following the scope and sequence of learning for phonics will ensure all areas of spelling are covered, as well as orthographic and morphological areas.</p>
<p>Location</p> <p>\$10,900.00</p>	<p>The location funding allocation is provided to Walhallow Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • develop positive relationships through small group interactions where success is achievable and celebrated by students and staff. <p>The allocation of this funding has resulted in the following impact: A positive reward system for kindness was implemented with higher expectation of student behaviour by staff. Small group activities were implemented to develop positive interactions with staff and further engage students in their learning. These interactions have been positive and allowed for more personal communication. Self regulation processes have been put in place. Most kids are engaging better with their learning after a change in cohort has enabled relationship building without the division. Professional Learning from the Berry Street Model has further enlightened staff to more effectively identify and manage student behaviours.</p> <p>After evaluation, the next steps to support our students will be:</p>

Location \$10,900.00	Continued Professional Learning and implementation from the Berry Street model of the new practices including stamina graphs/goals, positive primers, morning circle and learning how to turn down the volume and use reset support systems have all assisted to build a more positive culture.
Professional learning \$5,489.00	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Walhallow Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy/Numeracy • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • build staff capacity and shared understanding of syllabus outcomes and identified progression indicators to plan explicit, research-based Phonemic Awareness and Phonics instruction • develop positive relationships through small group interactions where success is achievable and celebrated by students and staff. <p>The allocation of this funding has resulted in the following impact: Reading and phonemic awareness resources purchased and utilised in both classrooms effectively. Embedding the phonemic awareness program into the morning Literacy block has enabled all senior students to effectively achieve relevant benchmarks and junior students to progress. Resources have been audited and decodables and other resources purchased. Phonic Diagnostic assessment for all students K-6 have been undertaken. Staff have unpacked the DoE Scope and sequence for phonics and assigned stage expectations that will suit the needs of students. Students have been grouped according to phonics knowledge . A positive reward system for kindness implemented with higher expectation of student behaviour by staff. Small group activities were implemented to develop positive interactions with staff and further engage students in their learning. These interactions have been positive and allowed for more personal communication. Self regulation processes have been put in place. Most kids are engaging better with their learning after a change in cohort has enabled relationship building without the division.</p> <p>After evaluation, the next steps to support our students will be: The Hegarty program incorporated into daily literacy program from Term 1. Phonics needs to be explicitly taught in areas identified through assessment. Students in junior room (k-3) need to have Phonemic Awareness taught from the 1st year of learning. Hearing sounds first. In both rooms Spelling/phonics based lessons need to incorporate activities that have blending, segmenting, addition and substitution of phonemes and rhyming. Continued Professional Learning on the Berry Street model and the implementation of the new practices including stamina graphs/goals, positive primers, morning circle and learning how to turn down the volume and use reset support systems have all assisted to build a more positive culture.</p>
QTSS release \$3,792.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Walhallow Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy/Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning on trauma informed practices through the Berry

<p>QTSS release</p> <p>\$3,792.00</p>	<p>Street Educational Model</p> <p>The allocation of this funding has resulted in the following impact: New initiatives including self-regulation routines, ready to learn scales, developing stamina for independent learning, whole school relationships and learning about hope and gratitude.</p> <p>After evaluation, the next steps to support our students will be: In 2023 we need to continue our implementation of The Berry Street Model, continue with further Professional development to understand the impact trauma has on students' leaning and behaviour.</p>
<p>COVID ILSP</p> <p>\$11,800.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing intensive small group support for identified students who have specific behavioural needs. <p>The allocation of this funding has resulted in the following impact: This support enabled students and staff to interact positively as time was spent ensuring students were in the ready to learn phase, were supported during class activities and were experiencing success and immediate feedback for their attempts. Both reading and writing became a more positive experience for students with clear improvements evident.</p> <p>After evaluation, the next steps to support our students will be: continued class supports by SLSOs to encourage engagement and further improvement. Daily reading with SLSO will further improve confidence and skills in reading, leading then to improved comprehension.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	9	9	8	8
Girls	13	14	14	10

Student attendance profile

School				
Year	2019	2020	2021	2022
K	83.6	96.3	93.8	
1	83.7	92.0	99.5	87.6
2	91.8	84.1	82.8	87.3
3	90.6	85.5	86.7	73.2
4	89.6	85.8	93.0	83.5
5	86.6	82.7	93.5	70.5
6	85.9	85.1	95.3	87.2
All Years	87.5	86.0	92.2	81.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.3

Attendance figures for 2022

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during

Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.64
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.7

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	84,473
Revenue	745,470
Appropriation	721,296
Grants and contributions	23,001
Investment income	1,174
Expenses	-660,369
Employee related	-502,466
Operating expenses	-157,904
Surplus / deficit for the year	85,101
Closing Balance	169,574

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.

	2022 SBAR Adjustments (\$)
Targeted Total	44,792
Equity Total	171,942
Equity - Aboriginal	93,162
Equity - Socio-economic	59,859
Equity - Language	0
Equity - Disability	18,921
Base Total	397,600
Base - Per Capita	5,559
Base - Location	10,994
Base - Other	381,047
Other Total	75,108
Grand Total	689,442

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

School partnerships throughout 2022 have been positive, although changes in leadership and staffing throughout the year have created changes in expectations and routines which can be difficult for some to adjust to. Parents were positive about the routines of learning and high expectations for behaviour as discussed in P&C meetings, feedback in text messages and regular face to face discussions.

Parental engagement and involvement in school activities including end of term 'showcases', where students proudly performed what was learned in music and produced in art groups. Parents were positive and supportive, appreciating the effort made by staff to engage students in their learning through the small group approach and afternoon activities. The opportunity for parents and community to be involved in open days, formal gatherings and sporting events including the 'Naidoc Cup', the Athletics carnival and swimming were also positive interactions. Also continuing the established routine of the 'walking bus' enabled daily communication with many parents who were positive and supportive and thankful of what staff were doing for their children.

Student comments of "i like reading now'.... "let me write for longer please" were examples of positive attitudes to learning. Feedback slips where writing and Maths groups were suggested as favourite school activities indicated greater engagement in learning. Students' feedback was positive towards activities, walking bus, daily writing lessons, Maths groups with Top ten activities, daily teacher reading and daily PE.

Staff indicated positive and supportive opinions towards new routines and expectations established. Small group rotations, specialised support in art, sport, music and yoga/meditation were all positively received and undertaken by staff, students and shared with parents. Comments regarding behaviour improvement were expressed by visiting teachers who noted the improved self-control and reflection by students. Staff indicated regularly that the students were engaged in learning and the directions set for improvement in learning were effective. Staff particularly appreciated the Berry Street model of learning feeling the upskilling was very relevant to the situations encountered at Walhallow Public School.

Parental meetings continued to support the team approach for improved behaviour and most parents engaged in the Parent Teacher meetings to discuss learning and behaviour. Social media engagement, and regular contact in person and by text as well as newsletters and phone calls allowed for positive interactions.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.