

Willow Tree Public School

Annual Report



2016



3451

Introduction

The Annual Report for **2016** is provided to the community of **Willow Tree 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.

Mr. John Ireland

Principal

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School background

School vision statement

Willow Tree Public School is an innovative and caring community school. Our vision is to provide a high quality education and offer a wide variety of academic, cultural and social opportunities for all students in a safe, happy and engaging learning environment. As a school community, we aim to focus on educational and academic readiness for the big, wide world that lies ahead of our students. We aim to do this through creating life-long learners who have an interest in their community, their country and their world. At the conclusion of their primary and secondary education, we envision that our students will have developed self-confidence, pride in themselves, respect for themselves and respect for others.

School context

Willow Tree Public School is a TP2 school with a student population of 38. 8% of students identify as Aboriginal or Torres Strait Islander. The school prides itself on being a cohesive community which works closely with both parents and the wider community. This partnership is critical to the success of our students and all parents are valued and welcomed as part of the whole school community. The school has a highly active P&C who invest highly in the education of the children of today. School enrolments have decreased over the past couple of years with families relocating out of the area however; there has been strong kindergarten enrolment numbers over the past three years. The school houses modern facilities in an aesthetic and active learning environment. It is located just off the New England Highway, 75kms South of Tamworth and 20kms South East of the Quirindi township. The school is organised into 2 mainstream classes (K/1/2 & 3/4/5/6). The school has 3 teaching staff (including a teaching principal) one part-time School Administration Manager and a part-time SLSO. Global funds and a P&C allocation subsidise time for both the SAM and the SLSO to provide full time administration. The school has a climate of high expectations for both staff and students. School management focuses on quality teaching and learning. There are clear expectations of all school community members (staff, students and parents) that every child will be learning every day to the best of their ability. The school has kept pace with advances in technology by installing Interactive Whiteboards in every classroom as well as the use of iPad technologies. The school has also recently established a PC technology lab which is fully networked and has access to video conferencing facilities. Willow Tree Public School also has a strong sporting culture where students are very active. Students regularly represent the school at a Zone, Regional and State level. 'Aim High'

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

In the School Excellence Framework domain of Learning, Willow Tree Public School has made an on-balance judgement across all elements that we are **DELIVERING**.

LEARNING CULTURE – The school has a strong learning culture and is aiming to build on this through the implementation of The Leader In Me program and Assessment For Learning practices. Expectations of behaviour are taught explicitly to students in TLIM lessons and individually for students having a Behaviour Management Plan. IEP's cater for individual learning needs of students identified through Learning Support Team meetings. Willow Tree Public School regularly monitors student attendance and has systems in place to address issues that arise.

WELLBEING – Student wellbeing is at the heart of The Leader In Me program and helps develop positive behaviours, attitudes and expectations. The school has identified the need to increase our students' engagement in cultural activities to increase their understanding of cultural identity and diversity.

CURRICULUM AND LEARNING– Our weekly Teaching and Learning meetings are at the heart of improving student learning outcomes, teacher quality and collaborative practice. While this has become evident in some Key Learning Areas, our judgement of *Delivering* is based on our aim to implement greater systems across all areas of the curriculum. The school has established good transition programs for our enrolling Kindergarten students and we are improving our connection with the High School through taster days to provide our Year 6 students with a more effective transition to

Year 7.

ASSESSMENT AND REPORTING – The school has good systems in place to communicate student progress with families including our semester reports and Term Snapshots. While PLAN data is used well to track, monitor and report on Kindergarten student learning, the self–assessment process has outlined our need to improve our use of internal and external data to improve teaching and learning across all stages.

STUDENT PERFORMANCE MEASURES – The school has achieved good value–added results but mixed data in students achieving at or above national minimum standard (especially in students at Year 7).

WHERE TO NEXT???

In the domain of **LEARNING**, Willow Tree Public School has identified the following descriptors as areas for growth:

- Policy development to support student learning needs;
- Development and inclusion of improved cultural programs;
- Professional learning to support staff in the process of curriculum differentiation/multi–stage planning; and
- Improved use of internal and external assessment data across all stages.

In the School Excellence Framework domain of **Teaching**, Willow Tree Public School has made an on–balance judgement across all elements that we are **DELIVERING**.

EFFECTIVE CLASSROOM PRACTICE – The review and revision of teaching and learning programs has been an improvement area in 2016. As documented in the Milestones, teachers share and review programming collaboratively at Teaching and Learning meetings. Staff also work collaboratively in planning content for learning across a range of KLA's.

DATA SKILLS AND USE – While some systems are in place to analyse student performance data, we have identified this element as an area needing improvement. Staff are working collaboratively in the establishment of data walls using the Literacy and Numeracy continuums and Kindergarten students are tracked and monitored regularly using PLAN. Professional Learning in this area is needed to support staff in their understanding of data skills and use.

COLLABORATIVE PRACTICE – It has been a focus in the school to improve teaching and learning programs with clear links between syllabus > scope and sequencing > programming > assessment > reporting. Staff collaborate for professional learning and work together to improve our practice collectively.

LEARNING AND DEVELOPMENT – All teaching staff have participated in professional learning related to school priorities, including Assessment for Learning and The Leader In Me. The majority of this professional learning has been completed collaboratively with other schools from throughout the Liverpool Plains Alliance and relates directly to shared goals written for staff Performance and Development Plans.

PROFESSIONAL STANDARDS – All staff have been introduced to the APST and provided a copy of the document. Some staff have included standards as part of their PDP professional goals as a focus of development. Following classroom observations, staff participate in self–reflection discussions and how the standards were evident in lesson delivery.

WHERE TO NEXT???

In the domain of **TEACHING**, Willow Tree Public School has identified the following descriptors as areas for growth:

- Provision of feedback to support student improvement;
- Data use to support teaching and learning;
- Building of inter–school partnerships for CTJ; and
- Increased staff knowledge and use of Professional Standards.

In the School Excellence Framework domain of **Leading**, Willow Tree Public School has made an on–balance judgement across all elements that we are **DELIVERING**.

LEADERSHIP– The parents and wider community are regularly engaged in school activities through excursions, school events, P&C and curriculum delivery. Feedback suggests that parents positively support the school in all that we are doing to provide educational opportunities for our students. Willow Tree PS has strong partnerships with other schools in the local area and works with these along with other organisations to provide students with a range of learning opportunities.

SCHOOL PLANNING, IMPLEMENTATION AND REPORTING – School planning processes have greatly improved in the second year of the planning cycle. Staff are working more collaboratively in the development and tracking of milestones and are beginning to take greater ownership of the progression towards achieving annual milestones. The next step is to build stronger involvement from parents and the wider school community in this area.

SCHOOL RESOURCES – Willow Tree PS is well resourced catering for the individual needs of students and supporting the wider school community. With the school leasing a building to the Community Pre–School three days per–week, stronger transition programs have been established and enrolment numbers have been stable over recent years. School resources are used primarily to support the learning of students and staff. This includes the employment of an SLSO/SAO 4 days per week jointly funded by the school and the P&C to support student learning and administration within the school (aligned with the School Plan).

MANAGEMENT PRACTICES AND PROCESSES – School priorities and practices are regularly communicated among teaching staff, administrative staff and the school community. The school administration team work collaboratively with teaching staff to support student learning and in communicating with the wider school community through newsletter, conversations, notifications and personalised letters. Engaging students and the community in the provision of feedback on school practices would better support planning and management across the school.

WHERE TO NEXT???

In the domain of LEADING, Willow Tree Public School has identified the following descriptors as areas for growth:

- Increasing of staff leadership roles;
- Celebration of school, student, staff and community achievements;
- Improved technology to support staff and students; and
- Explore opportunities to receive greater feedback on school practices and processes from students and the community.

Our self–assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

STUDENT LEARNING

Purpose

All students at Willow Tree Public School will be actively engaged in meaningful, challenging and innovative learning experiences. Learning opportunities will be differentiated to cater for individual learning needs (intervention strategies) and cross-stage classrooms while embedding current research based pedagogies into teaching practice including Assessment For Learning concepts.

Overall summary of progress

In 2016, the focus on improved student learning continued. As a staff, the decision was made to scale back our A4L implementation to focus on the writing and use of visible Learning Goals in Numeracy lessons. Staff worked on the development of a whole-school planning template to ensure the inclusion of a Learning Goal for Maths lessons.

Students identified through the Learning Support Team and following assessment, began working with a trained staff member on the MultiLit program. All participating students have demonstrated growth in Literacy skills.

A whole school Home Reading program was implemented with 40% of students participating on a regular basis. Assessment data indicates that those students who participated in the program showed a higher percentage of growth in Benchmark levels throughout the year.

L3/PLAN data showed 66% of Kindergarten students achieved at or above state benchmark levels by the end of 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Students demonstrate individual growth as outlined in their ILPs measured using assessment tools including PM Benchmarks (Reading), MultiLit assessments (Literacy) and SENA tests (Maths).	<ul style="list-style-type: none">Implementation of MultiLit program has improved learning outcomes for targeted students requiring individualised literacy support identified through the school Learning Support Team.Increased percentages of student participation in whole-school Home Reading Program.Effective implementation of L3 Kindergarten to cater for individualised learning abilities in English.Baseline assessment of students to assess priority of student to enter MultiLit program. Identified students undertake ongoing assessment (weekly) as part of the MultiLit program.Weekly participation tracking tool for Home Reading Program used to support student growth in reading. Termly benchmarking assessment outlines individualised growth of participating students.L3 Kindergarten assessment is entered into PLAN in Week 5 and 10 of each term and is used to assess student learning and guide future learning directions for individual students.Students in Years 2, 4 and 6 participated in NAPLAN awareness lessons	<ul style="list-style-type: none">RAM (Aboriginal) – \$2683RAM (Disability) – \$12000RAM (Socio-Economic) – \$16000Global – \$10000

Next Steps

- Continued focus on Assessment for Learning implementation with all staff planning Learning Goals and using Exit Slips in Numeracy Lessons.
- Implementation of MiniLit for targeted students K–2
- Extension of PLAN data from Kindergarten to Year 6 to improve ongoing assessment of student learning

Strategic Direction 2

BUILDING TEACHER CAPACITY

Purpose

Our learning community has identified that consistent quality learning opportunities for all children can be provided through collaborative teacher learning initiatives. Teachers at Willow Tree Public School and in the Liverpool Plain Community of Schools will continue to develop innovative approaches to teaching and learning, assessment and measurement through quality professional learning and evidence-based approaches.

Overall summary of progress

All teaching staff continued participation in Professional Learning under the instruction of an Assessment for Learning facilitator. The collaborative decision was made to scale back our focus area to ensure the quality writing of Learning Goals in Numeracy lessons.

In 2016, the school established fortnightly Teaching & Learning meetings with a focus on collaborative practice and building teacher capacity. During these meetings, staff worked to design a common programming template with space to include Learning Goals.

All staff collaboratively developed a shared PDP goal with a focus on Assessment for Learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
– Implementation of A4L components (Learning Goals) in Numeracy improves quality of teacher instruction measured using lesson observations, PDP feedback/annual reviews and ongoing program reviews.	<ul style="list-style-type: none">– Staff use a shared programming document for Maths lessons with an outlined Learning Goal for specific lesson focus.– Staff make ongoing reference to Learning Goal throughout Maths lessons ensuring student understanding.– As part of fortnightly Teaching & Learning meetings, staff share programming and review writing of Learning Goals for Maths lessons.– Staff share a negotiated PDP Goal with a focus on Assessment for Learning > all staff evaluate implementation/progress towards goal as part of annual PDP review.– Classroom observations focusing on Assessment for Learning clearly outline student engagement and understanding of Learning Goals.	RAM (Location) – \$4000

Next Steps

- Development of an Exit Slip strategy to provide feedback to teaching staff around student understanding in Numeracy lessons.
- Improved use of data (PLAN, SMART etc) to improve student learning outcomes and teaching and learning programs.
- Employment of an Instructional Leader/Mentor to work collaboratively with teaching staff to build teacher quality/capacity.
- Improved collaboration with other small schools with a focus on improved teaching practice

Strategic Direction 3

COMMUNITY PARTNERSHIPS

Purpose

To continually build and increase community relationships and community support of our students through a school-wide focus on student equity, well-being and welfare programs.

Overall summary of progress

All staff have now completed training in the 'Seven Habits of Highly Effective People' and 'The Leader in Me' under the guidance of a Franklin Covey representative. The school has also embedded TLIM program into PDHPE Scope and Sequencing and purchased resources to support the implementation of the program. The school principal worked as part of the Liverpool Plains Alliance of schools on planning, implementing and the ongoing review of The Leader in Me.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of student leaders clearly articulate student leadership roles and the importance of that role outlined in student surveys.• 20% decrease in minor classroom behaviour incidents evidenced using data from Class Dojo.	<p>All staff trained in Franklin Covey's 'Seven Habits of Highly Effective People' and 'The Leader In Me' as part of the Liverpool Plains Alliance.</p> <p>– Alignment of The Leader In Me concepts with school student wellbeing strategies (School Rules, PDHPE Curriculum/ PLP's) has resulted in students demonstrating an understanding of TLIM components.</p> <p>– Meeting minutes from Liverpool Plains Alliance meetings clearly outlines progression of TLIM implementation with the school setting.</p> <p>– Feedback from Franklin Covey Institute member on school implementation.</p> <p>– Student surveys used to evaluate school student wellbeing practices including implementation of new school rules, TLIM in PD/H curriculum and personal goals setting/student learning notebooks.</p> <p>Student leaders and school principal collaboratively developed student leadership role statements. All school leaders can now clearly articulate their role and its importance.</p>	RAM (Location) – \$5000

Next Steps

- Continued implementation of The Leader in Me initiative as part of the Liverpool Plains Alliance.
- Improved transition programs for students moving from Year 6 to Year 7 through community partnerships with local High School, community groups and families.
- Develop strategies to increase community involvement in all facets of the school including planning, event coordination/participation, teaching and learning.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	In 2016, Low Socio–Economic, Aboriginal Background, Disability, Global and P&C funds were combined to employ an SLSO/SAO 4xdays per week to support student learning and engagement in multi–stage classrooms. These funds were also used to employ a teacher 1 day per week throughout Term 4 to work with students in Year 2, 4 and 6 on NAPLAN test awareness strategies.	\$2683
Low level adjustment for disability	<p>At Willow Tree Public School, students with a disability or additional learning needs are well supported in mainstream classrooms.</p> <p>In 2016, funds were collated from various equity areas to employ an SLSO who worked in classrooms to support student learning. SLSO undertook professional learning in the delivery of MultiLit. Targeted students also participated in MultiLit lessons throughout Semester 2.</p> <p>The Learning Support Team also worked collaboratively with SLSO and LaST to implement ILP's for identified students.</p>	\$12751
Socio–economic background	<p>Socio–Economic funds were pooled with other equity funding areas to employ an SLSO to support student learning in classrooms.</p> <p>SLSO worked in K–2 classroom four mornings per week to support Early Stage 1/Stage 1 students during L3 implementation. Support was also provided to Stage 2/3 during Numeracy lessons.</p>	\$16577

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	29	22	22	20
Girls	20	19	19	15

The schools enrolment has remained stable over the last 4 years with a gender balance that has slightly more males than females. Enrolments have risen recently and this will be reflected in the 2017 data.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.1	95.7	94.1	96.8
1	96.6	94.9	97.1	93.3
2	94.7	96.3	94.9	94.5
3	97.1	96	97.4	96.5
4	95.7	93.6	93.7	98.4
5	96.2	97.4	92.7	91.4
6	94.5	93.6	98.2	93.4
All Years	95.8	95.2	95.3	95
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Willow Tree Public School has high, positive attendance rates which are above state attendance levels. The school and community work together to ensure attendance is positively maintained. The school works with the HSLO to monitor and work with students/families requiring support.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.02

*Full Time Equivalent

The school staffing has remained stable and there are currently no staff identifying as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Willow Tree Public School is committed to the ongoing improvement of teaching and learning through the professional development of staff. Professional Learning throughout 2016 aligned with the school's strategic directions and staff PDP Goals with a focus on improving professional practice and student learning outcomes. Professional Learning included:

- Assessment for Learning/Visible Learning
- Seven Habits of Highly Effective People
- The Leader in Me
- Small Schools' Conference
- Liverpool Plains Alliance of Schools

1 staff member was successful in completing their maintenance of accreditation at the Proficient level.

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

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building

and major maintenance.

Income	\$
Balance brought forward	103 920.25
Global funds	76 924.90
Tied funds	31 218.08
School & community sources	46 320.22
Interest	2 077.49
Trust receipts	2 985.35
Canteen	0.00
Total income	263 446.29
Expenditure	
Teaching & learning	
Key learning areas	18 330.85
Excursions	10 642.87
Extracurricular dissections	9 087.37
Library	515.42
Training & development	2 742.62
Tied funds	31 171.28
Short term relief	7 823.44
Administration & office	58 240.92
School-operated canteen	0.00
Utilities	11 051.15
Maintenance	9 602.95
Trust accounts	2 967.58
Capital programs	0.00
Total expenditure	162 176.45
Balance carried forward	101 269.84

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

School performance

NAPLAN

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

The My School website provides detailed

information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

The school used surveys to seek feedback from parents and students. A range of questions were asked seeking feedback on student learning, support, school improvement, leadership and communication. A summary of responses is outlined below.

Student Surveys

A total of 17 students in Year 3–6 were surveyed.

88% of students outlined that Willow Tree PS is a place where they really like to go each day. 65% of students said that the school was a place where they get excited about the work they do. Student self-image outlined that 76% of students felt that they were good at their school work and learning.

Parent Surveys

Surveys were provided to all school families. A total of 7 surveys were returned.

86% of surveys outlined that parents were satisfied with the level of feedback received on how well their child is learning. 100% of parents agreed that their child's learning was a high priority at the school. 100% of the surveys also outlined that parents were satisfied with communication of school events and that the principal is approachable, reachable and effective.

Staff Surveys

Staff outlined that Willow Tree Public School is an outstanding workplace environment where they feel supported and valued in everything they do. Staff feedback outlined that in 2017, a focus will be to increase the level of parental and community involvement in school events.

Policy requirements

Aboriginal education

Aboriginal Education continues to be implemented and integrated across all Key Learning Areas (KLA's) through the inclusion of Aboriginal perspectives across the curriculum. This ensures that all Aboriginal and non-Aboriginal students learn about the Aboriginal culture and its importance in the past, present and future of the Australian nation. A clear highlight of 2016 was the whole school involvement in a cultural day

supported and organised by the local AECG which involved all public schools in the Liverpool Plains. Activities included the impact of settlement on Aboriginal Australians, excursions to local Aboriginal sites and cultural activities including art, dance and music.

Multicultural and anti-racism education

Willow Tree PS is committed to the ongoing elimination of racial discrimination, including direct and indirect racism, racial vilification and harassment in our school structure, culture and the learning and working environments for which we are responsible.

During Term 2, students from K–6 completed a country/cultural study of Mongolia. Students learnt about the cultural differences between Mongolia and Australia and the positive influence the Mongolian culture has had on our country. As part of this cultural study, students in Years 3–6 were invited to a luncheon with the local CWA members at the community hall in Willow Tree. This celebration was a fantastic opportunity for students to present and discuss their learning with CWA ladies.

It is our intention to continue our participation in the CWA country study in 2017 and also expose our students to a variety of cultures including Aboriginal and international.