

# Willow Tree Public School

## Annual Report



2017



3451

## Introduction

The Annual Report for **2017** 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.

John Ireland

Principal

### School contact details

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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 48 (23 Boys/25 Girls). 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 section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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

### Learning

In the domain of Learning we believe our school is delivering.

Students and staff at Willow Tree Public School continue to focus in developing a positive school environment of high expectations that promotes positive student well-being, behaviour and strong student participation in curriculum and learning. Students participate in the leadership program 'The Leader in Me' to instil positive values, set personal goals and develop strong and positive relationships with peers, staff and the wider school community. This program has seen a positive shift in student wellbeing and learning culture in the school.

The cohesive learning environment at Willow Tree Public school is underpinned and supported by positive relationships. The School Learning Support team continues to implement practices to identify, address and monitor individual student learning needs catering for all student groups. The employment of a School Learning Support Officer to implement targeted interventions including Mini-Lit and Multi-Lit. The SLSO also works closely with the LaST to provide ongoing support for students with ILPs both inside and outside the classroom. They are having a positive impact on student learning outcomes.

Our school also provides a range of extracurricular learning opportunities and activities that support the development of students in areas such as music, sport, art and student leadership.

In 2018, we will continue to build and strengthen these elements but identify that a focus needs to be placed on our use of student performance measures and using internal and external data sources to focus on improving student learning outcomes.

## **Teaching**

In the domain of Teaching we believe our school is delivering. Our major focus areas have been effective classroom practice and collaborative practice.

Effective classroom practice and collaborative practice at Willow Tree Public School has been enhanced through the employment of an Instructional Leader leading the focusing on the delivery of quality teaching. This support has been enhanced by planned peer observations and feedback (teachers observing other teachers) for the sharing of a variety of effective teaching strategies. Our focus on improving the delivery of a consistent curriculum has supported and increased student engagement. This collaboration has included the develop and refinement of K–6 scope and sequences and is supporting improvement in curriculum planning.

Willow Tree Public School has reviewed its use of data and systems have been implemented to improve our collection, analysis and use of data to inform teaching and learning.

In 2018, we will place a major focus on school-wide data skills and use for all staff and reflect on teacher effectiveness.

## **Leading**

In the domain of Leading we believe our school is Delivering. Our major focus areas have been on educational leadership and school planning, implementation and reporting.

Throughout 2017, there has been strong leadership focused on ensuring that all staff, parents and community members knew the priorities of the school plan and had the opportunity to provide input towards 2018 – 2020 planning. Our school prides itself on the strong connections the wider community has with the school and believe this has a positive impact on student learning and leadership.

In 2018, we will continue to work with our school community and partner schools to develop and implement our 2018–2020 School Plan. Additionally, we will also be focusing on the support of staff further with LMBR finance, student wellbeing and human resource software for the management of school administration as we continue the transition.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### 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.

#### Overall summary of progress

Student learning was a major focus throughout the 2015–2017 School Plan. As part of the 2017 phase, RAM funds were used to employ an Instructional Leader to enhance teaching and learning in all classrooms. PLaN data indicated significant growth in K–2 students especially in the early years of Reading.

70% of students in Years 5 and 7 demonstrated positive growth as indicated in SMART data. 80% of students who had an Individual Learning Plan demonstrated growth in targeted learning areas. PM Benchmark Assessments showed an average progression of 5 reading levels across a 12 month period. Students who were targeted in the MultiLit program demonstrated significant growth. 50% of students were exited off the program successfully. TEN training for staff saw an improvement in differentiation practices in numeracy having a positive impact on student learning. The Instructional Leader (also TEN trainer) led significant change in numeracy outcomes in K–2 with a focus on number talks, differentiation and Visible Learning strategies in numeracy lessons.

The employment of additional SLSO time supported the implementation of interventions including QuickSmart, MultiLit and in-class support with ILPs and L3 implementation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Students demonstrate individual growth as outlined in their ILPs measured using assessment tools including PM Benchmarks (Reading), MultiLit assessments (Literacy) and SENA tests (Maths).</li></ul>	SLSO – \$4090 (RAM Equity – Low Level Adjustment for Disability); \$25000 (RAM Equity – Socio-Economic Background); \$15090 (School & Community Funding).	<p>Significant changes were implemented in regards Learning and Support throughout the 2017 school year. Systems for assessment, teaching and learning and individualised support were reviewed. Targeted students received improved evidence-based interventions through the support of a school-employed Instructional Leader. The school in collaboration with the P&amp;C also employed a part-time SLSO to support students in the classroom and for the implementation of the MultiLit program. This had a positive impact on student learning through greater individualised/small group instruction with classroom teachers and increased access to tiered intervention for students identified as 'at risk'.</p> <p>80% of students with Individual Learning Plans demonstrated significant growth in focus learning areas. Multiple students were exited off the MultiLit program following completion of units. 94% of students assessed using PM Benchmarks and SENA tests demonstrated growth</p>

#### Next Steps

– Continued employment of school funded Instructional Leader to work shoulder to shoulder with the Principal. This will focus on the improved use of data to inform teaching and learning as identified in External Validation process at the end of 2016.

– Review of school assessment schedule and processes.

- School and external data indicates a need to focus on teaching and learning in Writing.
- Professional Learning on the implementation of Literacy and Numeracy Progressions
- Continue to build cross school partnerships with a focus on excellence in teaching and learning.



## Strategic Direction 2

### BUILDING TEACHER CAPACITY

#### Purpose

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 Plains 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

The school funded employment of an Instructional Leader (0.2FTE) has had a significant impact on building the capacity of teachers at Willow Tree Public School. The Principal and the Instructional Leader worked collaboratively to ensure Visible Learning components were effectively implemented in Numeracy lessons particularly in the writing of Learning Goals. Student feedback indicates that they develop a stronger understanding of 'what they are learning and why' in Numeracy lessons when clear learning goals are articulated and revisited during lessons.

Principal and Instructional Leader also strengthened the teaching and learning across the school through close review of K–2 PLaN data and the implementation of effective L3 teaching and learning. 90% of Kindergarten students achieved expected benchmarks with 30% of students exceeding expectations.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
– Implementation of quality teaching and learning in Numeracy improves quality of teacher instruction measured using lesson observations, PDP feedback/annual reviews and ongoing program reviews.	Instructional Leader – \$11796 (RAM – Location Loading)	<p>A whole school approach to the teaching and learning of Mathematics, including the implementation of A4L strategies (Learning Goals, Success Criteria &amp; Exit Slips) into explicit Maths lessons has seen students demonstrate expected growth as evidenced by NAPLAN and Scout data.</p> <p>Lesson observations and program supervision completed by peers and supervisors outlined effective implementation of A4L components into Numeracy Lessons. 100% of staff also worked with school funded Instructional Leader focusing on differentiated learning in Maths lessons. Two staff members completed TEN training to strengthen continuum knowledge and use of data to inform teaching and learning in Maths.</p> <p>Staff shared a collective goal as part of Personalised Development Plans to focus on improved teaching of Numeracy.</p>

#### Next Steps

- Continue employment of Instructional Leader
- Professional Learning for staff focusing on explicit instruction in Reading, Writing and Number & Algebra
- Develop staff knowledge and understanding around the Literacy and Numeracy Progressions in preparation for 2019 launch.
- Review all teaching and learning systems within the school.
- Increase opportunities to develop partnerships across schools for professional learning, collaborative planning and

assessment.



## 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

- Student leadership role statements developed in collaboration with staff and student leaders allowing students to identify key qualities of young leaders.
- Increased opportunities for student leaders to engage in community events including ANZAC Day service and Lions Club Meetings. This has provided students with increased confidence and built positive relationships between the school and community organisations.
- Class Dojo has been implemented across classrooms as a monitoring system identifying positive student behaviours. There has been an 86% reduction in student suspensions from 2016 to 2017 suspension data.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• 100% of student leaders clearly articulate student leadership roles and the importance of that role outlined in student surveys.</li><li>• 20% decrease in minor classroom behaviour incidents evidenced using data from Class Dojo and school suspension data.</li></ul>	Resources to support Leadership/T&L Programs – \$1895 (RAM – Per-Capita)	<p>Class Dojo was implemented as a whole school behaviour (positive and negative) tracking system. Reward systems were also implemented in collaboration with Class Dojo.</p> <p>The implementation of a school wide system allowed for continuity across classes and also improved student engagement, behaviour and self-regulation within the classroom.</p> <p>Leadership opportunities continued to expand throughout 2017 with a 200% increase in students involved in public speaking opportunities (ASCA). 90% of students can clearly articulate the roles of student leaders and student surveys were used to measure student feedback.</p>

#### Next Steps

- Review of The Leader in Me implementation and make adjustments to improve the teaching and learning aspects of the program. Make alignments to PD/Health curriculum and DoE student wellbeing policy.
- Continue to build strong and sustainable cross school and community partnerships with a focus on school planning, teaching and learning, assessment and reporting.
- Re-establish Liverpool Plains Alliance, particularly building strong networks between small schools to improve networking between teaching staff.
- Supporting students, staff, parents and the community as key stakeholders to become more involved in school planning processes and decision making.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$0	In 2017, the school received no Aboriginal background loading.
<b>Low level adjustment for disability</b>	\$14 248	During 2017, the learning and support team/Learning and Support Teacher and school funded SLSO coordinated intervention programs that supported learning at school. Students interventions were targeted based on PLAN Data, reading levels, literacy and numeracy assessments. Teachers also worked collaboratively with school employed Instructional Leader to identify and implement appropriate tiered interventions for specific students.
<b>Socio-economic background</b>	\$31, 430	In 2017, Willow Tree Public School used Socio-economic funding and other school funds to engage an SLSO (0.8) and employ an Instructional Leader (0.2). Additional Human Resources allowed for greater collaborative practice to support student learning and improve the quality of teacher practice.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	22	22	20	23
Girls	19	19	15	25

School enrolments have positively increased in 2017 with multiple families relocating into the school zone and a significant enrolment of 13 Kinders as a result of strong transition programs in collaboration with the on-site pre-school. Anticipated enrolments for 2018 are again extremely positive with projected numbers of 54, resulting in the re-establishment of a third

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	94.1	96.8	94
1	94.9	97.1	93.3	95.3
2	96.3	94.9	94.5	94.3
3	96	97.4	96.5	91.7
4	93.6	93.7	98.4	93.6
5	97.4	92.7	91.4	89.3
6	93.6	98.2	93.4	94.6
All Years	95.2	95.3	95	93.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

- School non-attendance is closely monitored by the school, following the school attendance policy. Weekly reports are printed and analysed and students identified as 'at risk' are discussed at school Learning Support Team meetings. School Principal and SAS staff make regular phone

contact with parents to follow-up unexplained absences. If attendance of students falls below 85%, a formal letter is sent to the family allowing for processes to be implemented in collaboration with the family to address non-attendance. The school refers non-attendance to the Department of Education Home School Liaison Team for further follow up and development of an individual attendance plan where necessary.

- The school provides an extensive range of extra-curricular activities to engage students in all areas of their learning. Data indicates high percentage of student attendance with minimal students requiring non-attendance interventions.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.28
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

\*Full Time Equivalent

Currently there are no Aboriginal people employed at Willow Tree Public School. To support our Aboriginal students we access support from other local schools, local Aboriginal community members and elders.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

## Professional learning and teacher accreditation

Willow Tree Public School is committed to the ongoing improvement of teaching and learning through the professional development of staff. Professional Learning throughout 2017 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:

- Targeting Early Numeracy (TEN)
- Partner School Observations/Networking
- Seven Steps to Writing Success
- SASS Conference
- NCCD
- LMBR Training
- CPR/Anaphylaxis Training
- Principal's Credentials Online
- Small Schools' Conference
- Liverpool Plains Alliance of Schools

1 staff member has maintained Proficient Teacher accreditation.

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

### Financial information

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

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

During 2017, Willow Tree Public School transitioned to the LMBR – SAP financial management system as part of Group 8 for NSW.

- The school also spent a significant amount (\$36 000) from accrued funds to upgrade and replace 3 smartboards in learning spaces.

Receipts	\$
<b>Balance brought forward</b>	<b>101,270</b>
Global funds	103,800
Tied funds	48,365
School & community sources	23,058
Interest	1,654
Trust receipts	800
Canteen	0
<b>Total Receipts</b>	<b>177,677</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	14,452
Excursions	2,338
Extracurricular dissections	6,998
Library	166
Training & Development	40
Tied Funds Payments	46,759
Short Term Relief	4,089
Administration & Office	30,883
Canteen Payments	0
Utilities	11,330
Maintenance	17,947
Trust Payments	800
Capital Programs	0
<b>Total Payments</b>	<b>135,802</b>
<b>Balance carried forward</b>	<b>143,145</b>

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	161,595
Appropriation	151,930
Sale of Goods and Services	0
Grants and Contributions	9,665
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	-73,959
Recurrent Expenses	-73,959
Employee Related	-25,477
Operating Expenses	-48,482
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	87,636
<b>Balance Carried Forward</b>	87,636

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

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

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	445,828
Base Per Capita	5,349
Base Location	11,796
Other Base	428,684
<b>Equity Total</b>	45,678
Equity Aboriginal	0
Equity Socio economic	31,430
Equity Language	0
Equity Disability	14,248
<b>Targeted Total</b>	9,020
<b>Other Total</b>	2,851
<b>Grand Total</b>	503,377

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

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

## School performance

### NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year a low result of survey responses were received from parents regarding communication. Additionally we

held focus group discussions with students, parents and staff in preparation for the 2018–2020 school plan seeking information about what we do well as a school and how we could improve.

Survey/Focus Group Discussions indicated:

- Public Speaking (ASCA/Multicultural Perspectives/Lion's Club etc) promotes a positive image and provides great opportunities for students.
- Communication in the school is positive with regular updates to school FaceBook page and weekly newsletter. Parents also indicated that sufficient notice was provided by the school regarding upcoming events/excursions.
- The P&C is an active parent group within the school and engages positively with staff, the parents and broader community work as partners to achieve the school targets and build a positive school culture. The P&C group, as one vehicle of parent and community voice, are regularly consulted on school decisions and provide feedback and suggestions to assist in school planning and evaluation.

## Policy requirements

### Aboriginal education

Willow Tree Public School continues to support its Aboriginal students and families. Aboriginal perspectives are integrated across KLA's. Many texts studied in class are from an Aboriginal perspective and seek to teach students about Aboriginal culture. All students participated in a range of cultural activities including a cultural day combining with all public schools from the Liverpool Plains celebrating the Aboriginal Culture. Students also engaged in various learning activities under guidance of Aboriginal community members including visual arts, storytelling and music.

### Multicultural and anti-racism education

Willow Tree Public School is a place where respect, tolerance and understanding of different cultures is valued. The school ensures that it remains inclusive by implementing teaching programs that encompass multicultural perspectives. Students develop skills in recognising and respecting the diverse cultural backgrounds of our Australian population.

Participation in the Multicultural Perspectives Public Speaking competition allows students to demonstrate an understanding of cultures other than their own and reflect on the wide range of cultures that make up Australia. Students are also immersed in other cultures through English texts and studies in Geography.

An anti-racism officer is elected from among the staff at the beginning of the school year. Their role is to be accessible to staff and students in the event of issues regarding racism.