

# Willow Tree Public School

## Annual Report



2018



3451

## Introduction

The Annual Report for **2018** 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.

Jane McKenzie

Relieving Principal

## School contact details

Willow Tree Public School

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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 58. 4% 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 increased over the past couple of years with strong kindergarten enrolment numbers in the past two 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 3 mainstream classes (K/1, & 2/3 & 4/5/6). The school has 4 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 have a school culture strongly focused on learning and improvement. There are strong student transition programs into Kindergarten and from Year 6 to Year 7. Students participate in a variety of internal and external leadership programs aimed at developing positive relationships with all members of the school community so students are able to connect, succeed, thrive and learn.

Willow Tree Public School has a cohesive and collaborative staff that work to ensure that all students individual learning needs are met. All staff ensure that students with particular identified learning needs are catered for within the classroom. The employment of School Learning Support Officers implement interventions for students, working together with teachers to ensure a positive outcome on student learning.

Consistent school-wide practices are used to monitor, plan and report on student learning. Teachers effectively analyse data and adapt their classroom practice to ensure they are meeting the learning needs of all students.

#### Teaching

In the domain of Teaching we believe our school is Sustaining and Growing. The major focus for our school has been to develop collaborative practices and implement evidence based teaching practices within the school, via the employment

of an Instructional Leader.

The Instructional Leader has continued to focus on developing quality teaching practices with all staff through mentoring and coaching. All teachers are committed to implementing the most effective teaching methods to improve student learning. Teachers engage in a variety of professional learning opportunities to build their skills in the analysis, interpretation and use of data to gain insights into student learning.

The Instructional Leaders have continued to work with staff on meeting Department and NESA teaching requirements. Staff have worked to complete accreditation and maintenance processes. All teachers have a PDP and ensure that their goals align with the School Plan.

## **Leading**

In the domain of Leading we believe our school is Delivering. The focus for 2018 has been on instructional leadership to help facilitate whole school improvement.

Willow Tree Public School has very strong connections with its community. School events are always very well attended and supported by the whole community.

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

Excellence in Learning and Teaching through Leading.

### Purpose

This direction seeks to empower every student, teacher and school community member with the essential skills and attributes to adapt to our rapidly changing world. We promote excellence in learning, teaching and leading through the delivery of meaningful, challenging and innovative learning experiences.

To provide every student with differentiated learning experiences focused on catering for individual learning needs in multi-stage classrooms.

Teachers implement explicit and evidence-based teaching strategies while effectively utilising data to inform teaching practice. Teachers demonstrate a high level of professionalism and commitment to the ongoing development of their individual teaching practice.

To embed a culture of continuous whole school improvement through high-quality instructional leadership.

### Overall summary of progress

Improving student learning continues to be a major focus for Willow Tree Public School. School funding is used to employ an Instructional Leader one day a week to enhance teacher efficacy. Internal and external data sources indicate positive value added growth from K–6.

The employment of a SLSO to support targeted programs including Multi-Lit and QuickSmart supported the implementation of interventions. The SLSO officer also provided additional in class support.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An 8% increase of students achieving proficient standard in Reading and Numeracy in NAPLAN results.	Instructional Leader \$27 283  School Learning Support Officer \$14 801	Student data is analysed and evaluated every 5 weeks to inform and strengthen differentiated teaching and learning programs. The Instructional Leader work plan demonstrates a strong focus on mentoring in literacy. Teaching and learning programs reflect individual student needs are addressed through differentiation. PLAN data shows growth by all students in the areas of reading & comprehension. The Learning and Support Teacher, School Learning and Support Officer and Classroom Teachers have worked collaboratively to implement intervention programs such as Multi-Lit.
100% of teachers effectively use data to inform planning and monitor student progress against learning continuums/progressions in K–6 classes.	Instructional Leader \$27 283	Staff feel supported professionally, through the employment of an Instructional Leader and have all indicated an improvement in their professional practice, especially their explicit teaching practices and data analysis. All staff use data (PLAN, NAPLAN) to inform planning and monitor student learning across the school. Staff work collaboratively to assess, track and monitor students and develop individualised learning programs to support student learning.
80% of students achieve at or above expected growth in Writing and Number & Algebra as evidenced utilising Scout, Smart and PLAN data.	Instructional Leader \$27 283  School Learning Support Officer  \$14 801	The Instructional Leader worked collaboratively with staff to support the teaching of Writing and Mathematics across K–6. Staff use explicit teaching practices to support student learning.  The Learning and Support Teacher, School Learning and Support Officer and Classroom

### Progress towards achieving improvement measures

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80% of students achieve at or above expected growth in Writing and Number & Algebra as evidenced utilising Scout, Smart and PLAN data.		Teachers have worked collaboratively to implement intervention programs such as QuickSmart.

### Next Steps

Continued employment of a school funded Instructional Leader to work shoulder to shoulder with the Principal and staff with a focus on evidence based practices, such as effective feedback, effective data analysis and explicit teaching.

Continued professional Learning on the use of Learning Progressions.

An Early Interventionist approach utilising the Learning and Support Teacher in the K–2 classroom in a collaborative teaching approach.

Targeted literacy and numeracy programs implemented by school funded School Learning Support Officers.

## Strategic Direction 2

Successful School Culture, Positive Partnerships

### Purpose

This direction seeks to strengthen school culture and ensure that students, staff, families and the school community work collaboratively to support the wellbeing of all so they can connect, succeed, thrive and learn.

### Overall summary of progress

Willow Tree Public School has strong links with a very supportive school community. Community involvement in all aspects of school life continues to support a strong school culture. Students have engaged in events and activities to strengthen positive partnerships. This included a Small Schools Unite Day, where students from across the Liverpool Plains came together to work with each other in the areas of mental health, leadership, getting active and being inspired. A strong partnership with the local high school and preschool has ensured the development of strong transition programs for students beginning primary and high school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased confidence of parents and community members in the school is shown by a 10% increase in participation across all school activities.		A strong partnership with small schools, families and community groups is evidenced by attendance at events held such as the Small Schools Unite Day, Grandparents Day and Presentation Night.
Greater than 80% of key stakeholder surveys indicate increased satisfaction and positivity towards a collaborative school culture, partnerships and community involvement.		100% of families that returned surveys were positive about school culture and community partnerships.
School Assessment Tool – Reflection Matrix data indicates the school is rated at 'building' or 'sustaining' across all seven dimensions.		The school assessment tool, collaboratively completed, indicates that the school is rated at building or sustaining across all dimensions.

### Next Steps

Continue to review the Leader In Me Program and work with the Liverpool Alliance to embed across our schools.

Encourage all members of the school community to be involved in improve stakeholder involvement.

A focus on strong partnerships to direct future planning, teaching and learning, assessment and reporting.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Aboriginal background loading (\$1 545.00)</li> </ul>	There are high student, community and parent participation in school based events (such as the Small Schools Unite Day). Feedback about forums, workshops and activities provided by internal and external agencies has been positive.
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• English language proficiency (\$20 000.00)</li> </ul>	A Learning and Support Teacher was employed one day per week to support the development of English proficiency.
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$22 639.00)</li> </ul>	Teaching and learning programs reflect individual student needs are addressed through differentiated programs. The Learning and Support Teacher and School Learning and Support Officer coordinated intervention programs to support academic, social and emotional learning at school. The Instructional Leader worked with staff to evaluate data and implement literacy and numeracy interventions within the classroom.
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$8 745.00)</li> </ul>	The employment of an Instructional Leader (0.2) has supported all staff to work collaboratively to implement evidence based practices within their classrooms. The IL has successfully supported a beginning teacher with the accreditation process. Lesson observations show evidence of highly engaged teaching practices to support student learning and improve the quality of teaching practice.
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Socio-economic background (\$27 283.00)</li> </ul>	Willow Tree Public School used funding to support student learning and improve the quality of teaching practice. A School Learning and Support Officer and an Instructional Leader has led to improved collaborative practices within the school.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	22	20	23	33
Girls	19	15	25	28

Student enrolments have continued to increase in 2018, with the arrival of some new families to the area. A strong Kindergarten transition program continues with the on-site preschool. Anticipated enrolments for 2019 are again extremely positive with projected numbers of 57, resulting in the continuation of a third classroom.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.1	96.8	94	91.9
1	97.1	93.3	95.3	93.7
2	94.9	94.5	94.3	93.2
3	97.4	96.5	91.7	95.2
4	93.7	98.4	93.6	89.4
5	92.7	91.4	89.3	93.2
6	98.2	93.4	94.6	95.4
All Years	95.3	95	93.1	93.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

School non-attendance is closely monitored by the school, following the attendance policy. Weekly reports are printed and analysed and 'at risk' students are identified and discussed with classroom teachers. All staff regularly contact families to follow up unexplained absences. Attendance rates below 85% result in a formal letter being sent home to families. The school

and family collaboratively work together to ensure that students attend school regularly. If further follow up is required referrals to the Department of Education Home School Liaison Team for further follow up and the development of an individual attendance plan where necessary.

Willow Tree Public School offers a variety of academic, social, emotional and extra-curricular activities to engage students in all areas of their learning. Data indicates a high percentage of student attendance with minimal students requiring non-attendance interventions.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.38
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*Full Time Equivalent

Currently there are no Aboriginal teaching or non-teaching staff employed at Willow Tree Public School. To support our Aboriginal students we access support from other local schools, the local Aboriginal community 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. This year, the school has funded an additional \$27 000, towards the hiring of an Instructional Leader, to support rigorous English and mathematics professional development for staff. Professional learning is closely aligned with the school's strategic directions and staff PDP goals. There

is a strong focus on improving professional practice and student learning outcomes. Professional Learning included:

- L3
- Explicit Teaching Practices
- Effective Data Analysis
- Literature Circles and Reciprocal Reading
- Number Talks
- Learning Sprints
- Learning Progressions
- Small School's Conference
- Mandatory Training
- System Requirement Training

Three staff members have maintained Proficient Teacher accreditation

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	87,636
<b>Revenue</b>	752,996
Appropriation	725,981
Sale of Goods and Services	-1,511
Grants and Contributions	27,374
Gain and Loss	0
Other Revenue	0
Investment Income	1,153
<b>Expenses</b>	-731,159
Recurrent Expenses	-731,159
Employee Related	-652,117
Operating Expenses	-79,042
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	21,837
<b>Balance Carried Forward</b>	109,473

During 2018, Willow Tree Public School continued to transitioned to the LMBR – SAP financial management system as part of Group 8 for NSW.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	625,318
Base Per Capita	9,282
Base Location	14,537
Other Base	601,499
<b>Equity Total</b>	71,715
Equity Aboriginal	1,545
Equity Socio economic	42,083
Equity Language	0
Equity Disability	28,087
<b>Targeted Total</b>	0
<b>Other Total</b>	8,824
<b>Grand Total</b>	705,857

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

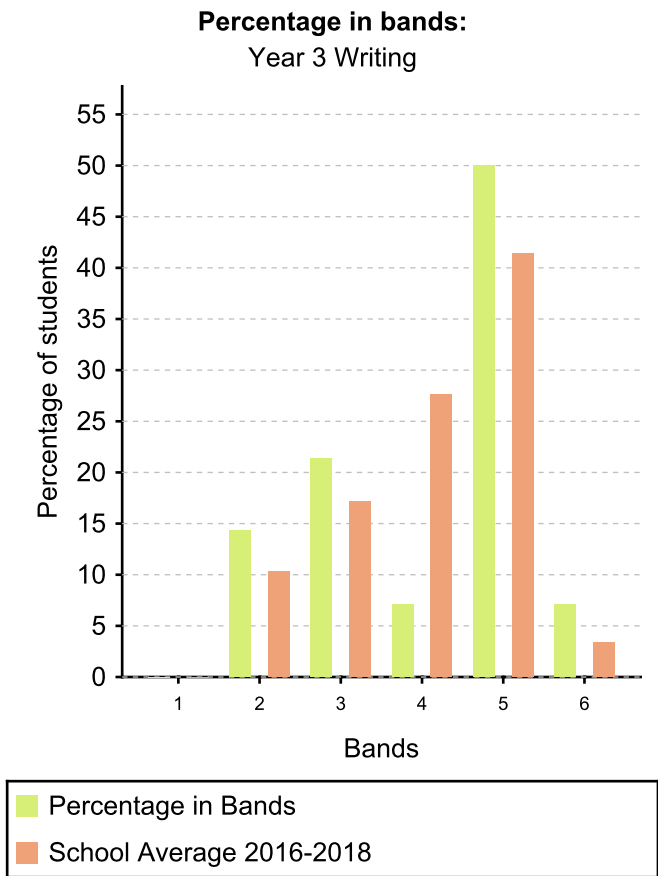
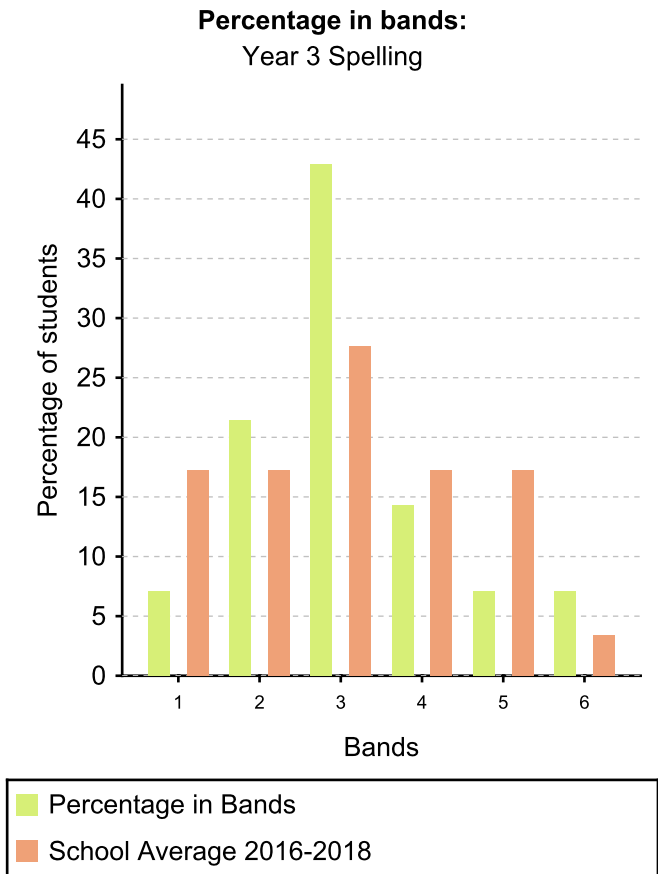
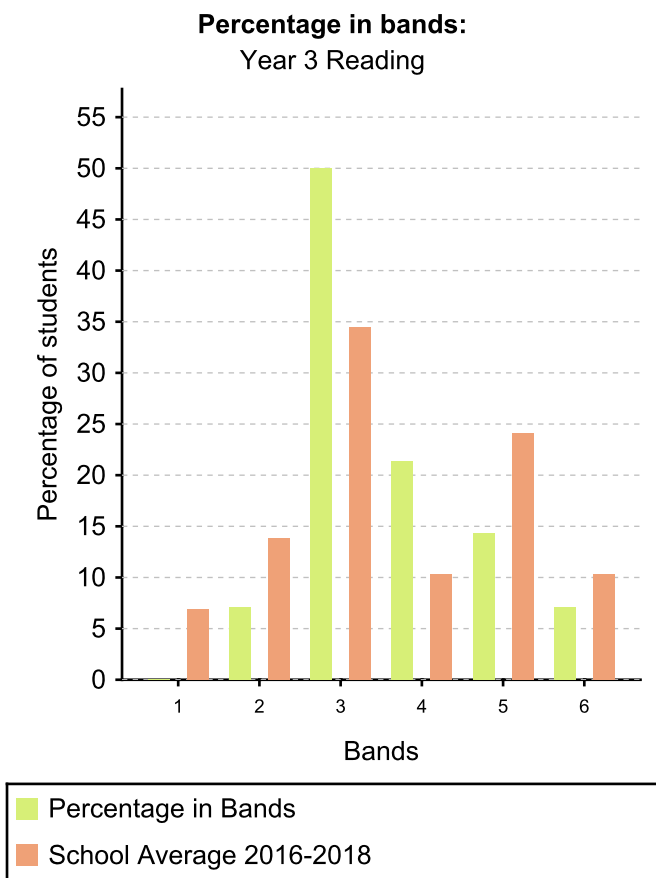
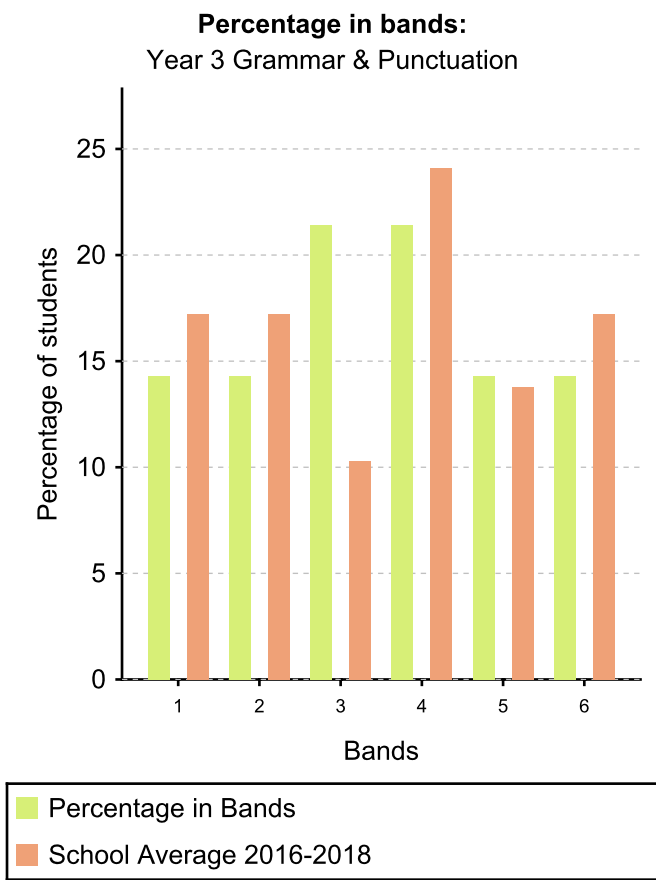
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

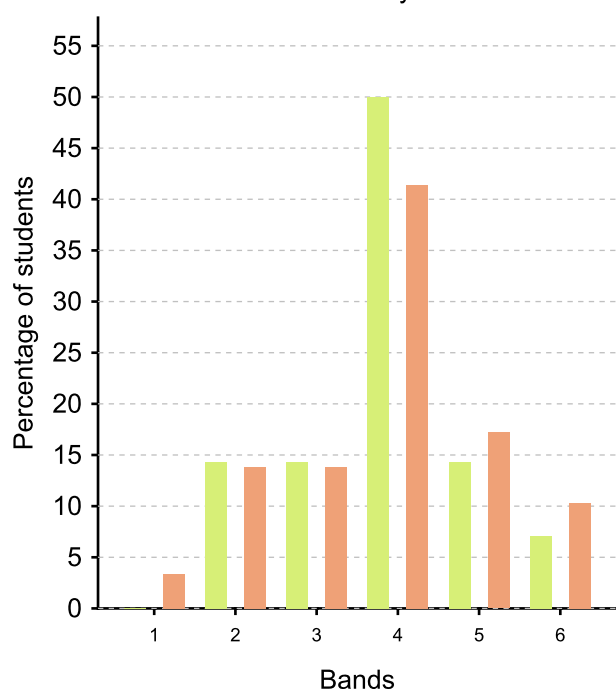
Only Year 3 data is able to be reported on in graph form, due to Year 5 numbers not meeting the minimum reporting requirements.

In 2018, for reading, 21% of students achieved the top two bands; for writing 57% of students achieved the top two bands; 14% of students performed in the top two bands for Spelling and 28% of students performed in the top two bands for Grammar and Punctuation.



Only Year 3 data is able to be reported on in graph form, as Year 5 numbers do not meet the minimum reporting requirements.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

The My School website provides detailed information and data for national literacy and numeracy testing.

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.>

For the past three years there has been a positive value add for students from Kindergarten to Year 7.

## 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 how we can improve as a school. Additionally we held focus group discussions with students, parents and staff seeking information about what we do well as a school and how we could improve.

Survey/Focus Group Discussions indicated:

- Communication in the school is positive with regular updates to school FaceBook page and weekly newsletter.
- 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.

- Families would like to become more involved in celebrating student successes.
- The need to increase wider parent involvement in groups such as the P&C.

## Policy requirements

### Aboriginal education

Willow Tree Public School has supported Aboriginal students and families by ensuring Aboriginal perspectives are integrated across all subject areas. Willow Tree Public School has worked with Quirindi High School Clontarf Academy to support students in developing a PLP to support transitions to high school.

### Multicultural and anti-racism education

Willow Tree Public School is a place of mutual respect and understanding of different cultures is highly valued. The school implements inclusive teaching programs that encompass multi-cultural perspectives. Students understand that Australia is a diverse country and they recognise and respect varied cultural backgrounds.

Students have participated in Multicultural Public Speaking events, Schools Unite Day and Small Schools workshops to work together and develop an understanding and appreciation of cultures other than their own.

Due to training being unavailable, an ARCO will be trained in 2019. If support is required in the event of issues arising regarding racism, other nearby school ARCO's or staff in Tamworth District Office are available for support.