Willow Tree Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 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.

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 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

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 school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

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

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.

Improvement Measures

An 8% increase of students achieving proficient standard in Reading and Numeracy in NAPLAN results.

100% of teachers effectively use data to inform planning and monitor student progress against learning continuums/progressions in K–6 classes.

80% of students achieve at or above expected growth in Writing and Number & Algebra as evidenced utilising Scout, Smart and PLAN data.

Progress towards achieving improvement measures

Process 1:   COLLABORATIVE PRACTICE

– Planning, teaching and assessment is undetaken in collaboration with the Instructional Leader, collegial teams and partner schools.

– Teachers regularly analyse a range of student learning data to monitor learning and to reflect and inform future teaching practice.

Evaluation	Funds Expended (Resources)
QUESTION: Are 80% of our students achieving at expected growth in Literacy and Numeracy as measured internally and externally? DATA: Scout, and PLAN 2 data., 2019 Scout data shows that 42.9% of Year 5 students achieving at or above expected growth in Reading compared to 56.6% in SSSG, 42.9% compared to 51% in Writing, 28.6% compared to 55.1% in Spelling, 14.3% compared to 52.3% i in Grammar and 14.3% compared to 50.2% in Numeracy. PLAN 2 data and text level data shows that >80% of K–4 students are achieving at or above expected growth in reading and writing. Numeracy has only been measured in PLAN 2 under quantifying numbers which shows... ANALYSIS: Scout data indicates that we are well short of our target of 80% of Year 5 students achieving at or above expected growth. Teachers are demonstrating strong collaboration and show commitment to improving their teaching practice through participation in modelled lessons, team teaching, lesson observations and feedback. Learning Sprints has been an effective scaffold in linking effective practice to research and evidence–based pedagogies. This is evidenced by student work samples and data entered on PLAN 2	

Progress towards achieving improvement measures	
showing improvement in student outcomes in Writing, Grammar, Punctuation, Spelling and Quantifying numbers and text levels in Reading. IL input is valued evidenced by all teachers actively engaging in collaborative planning in English. Teaching and learning programs demonstrate a deeper understanding of syllabus and how to teach English through the textual concepts. IMPLICATIONS: Further professional learning is required to strengthen teacher knowledge and skill development in the explicit teaching of spelling and grammar. Professional learning needs to be planned and implemented to strengthen teacher understanding in teaching and assessing student achievement in numeracy particularly in working mathematically. Teachers and the Instructional Leader need to strengthen the observation and feedback cycle to inform future teaching and learning and to strengthen reflective practice. Assessment for learning practices including feedback to students must be strengthened to support students to be reflective in their learning.	

Process 2: FOCUS ON LITERACY AND NUMERACY

– Provide guidance and support to teachers in planning, evidence–based teaching practices and assessment through collegial support from the Instructional Leader.

– Teachers regularly review and analyse data to identify both targeted students and appropriate interventions for implementation.

– Teachers use their knowledge of visible learning (including timely feedback) and the link between reading and writing to improve their teaching of writing and enhance student outcomes.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures	
Further professional learning is required to strengthen teacher knowledge and skill development in the explicit teaching of spelling and grammar. Professional learning needs to be planned and implemented to strengthen teacher understanding in teaching and assessing student achievement in numeracy particularly in working mathematically. Teachers and the Instructional Leader need to strengthen the observation and feedback cycle to inform future teaching and learning and to strengthen reflective practice. Assessment for learning practices including feedback to students must be strengthened to support students to be reflective in their learning. Regular analysis of data will strengthen collaborative reflection and initiate action using the Teaching Sprint process.	

Process 3:   TEACHER PERFORMANCE AND DEVELOPMENT

– Instructional Leader and Principal work collaboratively to monitor the teaching and learning cycle within the school.

– Regular teaching and learning meetings focus on the development of teacher knowledge, evidence–based practice and curriculum implementation that supporst student learning.

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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, succed, thrive and learn.

Improvement Measures

Increased confidence of parents and community members in the school is shown by a 10% increase in participation across all school activities.
Greater than 80% of key stake holders surveys indicate increased satisfaction and positivity towards a collaborative school culture, partnerships and community involvement..
School Assessment Tool – Reflection Matrix data indicates the school is rated at 'building' or 'sustaining' across all seven dimensions.

Progress towards achieving improvement measures

Process 1:   SUCCESSFUL SCHOOL CULTURE

Deliver a whole–school integrated approach to student welbeing through the ongoing implementation of The Leader in Me program.

Evaluation	Funds Expended (Resources)
The Leader in Me initiative discontinued	

Process 2:   POSITIVE PARTNERSHIPS

Review of current practices in successful and positive communication between home and school to support student learning.

Evaluation	Funds Expended (Resources)
100% of students in Years 4 to 6 believe the school and students hold high expectations based from TTFM data. 100% of students in Years 4 & 5 believe that the school and students advocate for each other. 86% of students in Year 6 agreed. Sense of belonging to be developed in 2020 and beyond.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Instructional Leader **Funding Sources:** • Aboriginal background loading ($1 159.00)	QUESTION: Are 80% of our students achieving at expected growth in Literacy and Numeracy as measured internally and externally? DATA: Scout, and PLAN 2 data., 2019 Scout data shows that 42.9% of Year 5 students achieving at or above expected growth in Reading compared to 56.6% in SSSG, 42.9% compared to 51% in Writing, 28.6% compared to 55.1% in Spelling, 14.3% compared to 52.3% i in Grammar and 14.3% compared to 50.2% in Numeracy. PLAN 2 data and text level data shows that >80% of K–4 students are achieving at or above expected growth in reading and writing. Numeracy has only been measured in PLAN 2 under quantifying numbers which shows... ANALYSIS: Scout data indicates that we are well short of our target of 80% of Year 5 students achieving at or above expected growth. Teachers are demonstrating strong collaboration and show commitment to improving their teaching practice through participation in modelled lessons, team teaching, lesson observations and feedback. Learning Sprints has been an effective scaffold in linking effective practice to research and evidence–based pedagogies. This is evidenced by student work samples and data entered on PLAN 2 showing improvement in student outcomes in Writing, Grammar, Punctuation, Spelling and Quantifying numbers and text levels in Reading. IL input is valued evidenced by all teachers actively engaging in collaborative planning in English. Teaching and learning programs demonstrate a deeper understanding of syllabus and how to teach English through the textual concepts. IMPLICATIONS: Further professional learning is required to strengthen teacher knowledge and skill development in the explicit teaching of spelling and grammar. Professional learning needs to be planned and implemented to strengthen teacher understanding in teaching and assessing student achievement in numeracy particularly in working mathematically. Teachers and the Instructional Leader need to strengthen the observation and feedback cycle to inform future teaching and learning and to strengthen reflective practice. Assessment for learning practices including feedback to

Aboriginal background loading	Instructional Leader **Funding Sources:** • Aboriginal background loading ($1 159.00)	students must be strengthened to support students to be reflective in their learning.
English language proficiency		Unable to report on outcomes.
Low level adjustment for disability		Unable to report on outcomes.
Quality Teaching, Successful Students (QTSS)		QUESTION: Are 80% of our students achieving at expected growth in Literacy and Numeracy as measured internally and externally? DATA: Scout, and PLAN 2 data., 2019 Scout data shows that 42.9% of Year 5 students achieving at or above expected growth in Reading compared to 56.6% in SSSG, 42.9% compared to 51% in Writing, 28.6% compared to 55.1% in Spelling, 14.3% compared to 52.3% i in Grammar and 14.3% compared to 50.2% in Numeracy. PLAN 2 data and text level data shows that >80% of K–4 students are achieving at or above expected growth in reading and writing. Numeracy has only been measured in PLAN 2 under quantifying numbers which shows... ANALYSIS: Scout data indicates that we are well short of our target of 80% of Year 5 students achieving at or above expected growth. Teachers are demonstrating strong collaboration and show commitment to improving their teaching practice through participation in modelled lessons, team teaching, lesson observations and feedback. Learning Sprints has been an effective scaffold in linking effective practice to research and evidence–based pedagogies. This is evidenced by student work samples and data entered on PLAN 2 showing improvement in student outcomes in Writing, Grammar, Punctuation, Spelling and Quantifying numbers and text levels in Reading. IL input is valued evidenced by all teachers actively engaging in collaborative planning in English. Teaching and learning programs demonstrate a deeper understanding of syllabus and how to teach English through the textual concepts. IMPLICATIONS: Further professional learning is required to strengthen teacher knowledge and skill development in the explicit teaching of spelling and grammar. Professional learning needs to be planned and implemented to strengthen teacher understanding in teaching and assessing student achievement in

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Socio–economic background		QUESTION: Are 80% of our students achieving at expected growth in Literacy and Numeracy as measured internally and externally? DATA: Scout, and PLAN 2 data., 2019 Scout data shows that 42.9% of Year 5 students achieving at or above expected growth in Reading compared to 56.6% in SSSG, 42.9% compared to 51% in Writing, 28.6% compared to 55.1% in Spelling, 14.3% compared to 52.3% i in Grammar and 14.3% compared to 50.2% in Numeracy. PLAN 2 data and text level data shows that >80% of K–4 students are achieving at or above expected growth in reading and writing. Numeracy has only been measured in PLAN 2 under quantifying numbers which shows... ANALYSIS: Scout data indicates that we are well short of our target of 80% of Year 5 students achieving at or above expected growth. Teachers are demonstrating strong collaboration and show commitment to improving their teaching practice through participation in modelled lessons, team teaching, lesson observations and feedback. Learning Sprints has been an effective scaffold in linking effective practice to research and evidence–based pedagogies. This is evidenced by student work samples and data entered on PLAN 2 showing improvement in student outcomes in Writing, Grammar, Punctuation, Spelling and Quantifying numbers and text levels in Reading. IL input is valued evidenced by all teachers actively engaging in collaborative planning in English. Teaching and learning programs demonstrate a deeper understanding of syllabus and how to teach English through the textual concepts. IMPLICATIONS: Further professional learning is required to strengthen teacher knowledge and skill development in the explicit teaching of spelling and grammar. Professional learning needs to be planned and implemented to strengthen teacher understanding in teaching and assessing student achievement in

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Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	20	23	33	34
Girls	15	25	28	25

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	96.8	94	91.9	93.7
1	93.3	95.3	93.7	93.8
2	94.5	94.3	93.2	93.6
3	96.5	91.7	95.2	90.9
4	98.4	93.6	89.4	92.2
5	91.4	89.3	93.2	91.3
6	93.4	94.6	95.4	91
All Years	95	93.1	93.4	92.5
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.39
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2019 **Actual** ($)
Opening Balance	109,473
Revenue	827,945
Appropriation	791,968
Sale of Goods and Services	113
Grants and contributions	34,910
Investment income	954
Expenses	-788,115
Employee related	-689,034
Operating expenses	-99,081
Surplus / deficit for the year	39,830

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

Financial summary - Equity loadings

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

	2019 **Approved SBA** ($)
Targeted Total	0
Equity Total	95,440
Equity - Aboriginal	1,159
Equity - Socio-economic	59,964
Equity - Language	2,537
Equity - Disability	31,781
Base Total	663,242
Base - Per Capita	14,313
Base - Location	17,444
Base - Other	631,485
Other Total	26,876
Grand Total	785,559

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School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs

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

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au 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 survey responses were received from parents regarding how families are actively involved in school life, our communication and how we can improve as a school. Surveys indicated:

* Families feel welcome at Willow Tree Public School. The staff are friendly and approachable.

* Communication in the school is positive with regular updates to our school Facebook page, weekly newsletter, emails and phone calls.

* 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 such as attending assemblies.

* The need to increase wider parent involvement in groups such as the P&C.

Students completed the Tell Them From Me survey with results indicating:

* Students feel strong sense of advocacy and have high expectations for success at school.

* That we need to work on developing a students sense of belonging when at school.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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