

2020 Annual Report

Willow Tree Public School



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Introduction

The Annual Report for 2020 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.

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School vision

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>

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 undertaken 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)
<p>Question</p> <p>Are all staff utilising PLAN2 & Scout to inform teaching strategies?</p> <p>Data</p> <p>PLAN2, SCOUT, Teacher programs (differentiation)</p> <p>Analysis</p> <p><i>100% of classroom teachers use PLAN2 to track student progress in a number of literacy and numeracy aspects based on current teaching practices.</i></p> <p>Implications</p> <p><i>PL will be accessed for teachers requiring PLAN2 support in term 1 2021.</i></p> <p><i>Continue to promote using SCOUT & PLAN2 to support assessment practices</i></p> <p><i>Review assessment schedule</i></p>	

Progress towards achieving improvement measures

Support teachers non on class full time to access and utilise PLAN 2 for their teaching areas

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)
<p>Question</p> <p>Are all staff implementing evidence based teaching practices and assessment to support student growth in literacy and numeracy?</p> <p>Data</p> <p>Planning days, targeted professional learning, targeted professional readings, PLAN2, IEPs/BMPs, SCOUT, programs, lesson observations</p> <p>Analysis</p> <p><i>All classroom teachers utilise PLAN2 to track and monitor student literacy and numeracy learning</i></p> <p><i>All staff differentiate their programs to support student learning</i></p> <p><i>All staff implement evidence based teaching practices to enhance student literacy and numeracy outcomes</i></p> <p>Implications</p> <p>* Staff to embed evidence informed teaching practices across to literacy and numeracy demands in other subject areas. To engage in professional learning to drive an as needs journey</p> <p>*All staff to engage in the use of PLAN2 as a support for developing formative and summative assessment tools</p>	<p>Instructional Leader</p> <p>LaNSAs</p> <p>Professional Learning</p>

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 support student learning.

Evaluation	Funds Expended (Resources)
<p>Question</p> <p>Has the Principal and Instructional Leader worked collaboratively to monitor student learning?</p> <p>Data</p> <p>Meeting Minutes, PLAN2 records</p>	<p>Instructional Leader</p>

Progress towards achieving improvement measures

Analysis

Lesson observations, teacher programs, professional learning

Implications

Staff need more opportunities to observe each other, give feedback and reflect upon feedback.

Structures to be developed to support observations and reflections on learning.

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.

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 wellbeing through the ongoing implementation of The Leader in Me program.

Evaluation	Funds Expended (Resources)
<p>Question</p> <p>How has a whole school approach to student wellbeing supported students sense of belonging?</p> <p>Data</p> <p>TLIM - program ceased running in 2019 due a number of major staffing changes, TTFM data; attendance data</p> <p>Analysis</p> <p>*TTFM surveys address students in Years 4-6 results indicated disengagement, particularly in the second survey after learning from home</p> <p>*Attendance data indicates a rise in student absences, particularly impacted by COVID learning</p> <p>Implications</p> <p>*To utilise staff action research to review current student behaviour</p>	<p>Professional Learning</p> <p>Instructional Leader QHS Jenny Lees</p>

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)
<p>Question</p> <p>How had positive communication networks between home and school supported student learning?</p>	<p>TTFM</p> <p>School Surveys</p>

Progress towards achieving improvement measures

Data

Parent and student surveys, TTFM surveys (4-6 only)

Analysis

Surveys and feedback indicate that a vast majority of parents are happy with the schools communication methods

TTFM surveys completed by less than 1/3 of our families.

Implications

Need to gather more data from a variety of sources to engage parents in feedback. Dependent on COVID restrictions possible forums to take place. Principal to run student forums and gather some more information from staff based on feedback from TTFM survey. Review newsletter - purpose and possible revamp ready for 2021.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SLSO (Aboriginal Education Funding)</p> <p>QHS Aboriginal Liaison Officer</p> <p>IL (Equity)</p>	<p>Question</p> <p>Do all teachers have an understanding of the Aboriginal and Torres Strait Island policy which includes the implementation of PLPs?</p> <p>DATA</p> <p>TTFM, Professional learning (targeted staff meetings), PLPs, professional reading (guided), parent engagement</p> <p>Analysis</p> <p>100% of staff engaged in professional learning on DoE Aboriginal and Torres Strait Island policy and procedures and were proactive in implementing PLPs across the whole school.</p> <p>Implications</p> <p>We will continue to refine and implement school based practices and procedures to support all students.</p>
English language proficiency		See Strategic Direction 1
Low level adjustment for disability		<p>Question</p> <p>How do staff cater for student needs through curriculum differentiation and tiered interventions?</p> <p>Data</p> <p>IEPs, BMPs, Teacher Programs, IFS meetings, pre and post intervention data</p> <p>Analysis</p> <p>Individualised Education Plans are in place for all students requiring them. SMART goals are set and monitored by staff members.</p> <p>Teacher programs contain differentiation (enabling and extending) for English.</p> <p>MacqLit data indicates growth for all students involved in the program that had an above 80% attendance rate at school</p> <p>Implications</p> <p>To continue with research informed interventions in reading through MacqLit 3-6 and LIPI K-2</p> <p>To develop system structures to ensure effective communication of student plans with families</p> <p>To review attendance and learning and support systems within the school</p>

<p>Quality Teaching, Successful Students (QTSS)</p>		<p>Question</p> <p>How has the IL demonstrated impact on student, teacher and leader growth?</p> <p>Data</p> <p>PDPs, staff reflections and discussions, SEF, data use, observations</p> <p>Analysis</p> <p>Staff analysis of SEF (Teaching Domain - explicit teaching, professional learning & collaborative practice and feedback) indicate working in the areas of Sustaining and Growing.</p> <p>Staff reflections indicate IL has had greatest impact on teacher learning and growth - a non-negotiable for 2021</p> <p>Implications</p> <p>Structures and systems set in place to support ongoing and active learners for all staff</p> <p>Continue to develop evaluative practices to support teaching practices within the school.</p>
<p>Socio-economic background</p>		<p>See Strategic Direction 1</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	23	33	34	37
Girls	25	28	25	25

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94	91.9	93.7	94.7
1	95.3	93.7	93.8	91.7
2	94.3	93.2	93.6	92.8
3	91.7	95.2	90.9	90.8
4	93.6	89.4	92.2	93.7
5	89.3	93.2	91.3	92.1
6	94.6	95.4	91	92.7
All Years	93.1	93.4	92.5	92.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	149,303
Revenue	861,831
Appropriation	829,110
Grants and contributions	32,415
Investment income	306
Expenses	-904,341
Employee related	-779,473
Operating expenses	-124,868
Surplus / deficit for the year	-42,510
Closing Balance	106,793

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	87,688
Equity - Aboriginal	7,492
Equity - Socio-economic	45,108
Equity - Language	2,576
Equity - Disability	32,512
Base Total	688,174
Base - Per Capita	14,190
Base - Location	17,255
Base - Other	656,730
Other Total	27,019
Grand Total	802,881

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

School performance - NAPLAN

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

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

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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:

- * Generally most 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.
- * Teachers try to cater for the varied needs of students and generally parents feel informed of their child's social, emotional and academic progress at school.
- * The P&C is a highly 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.

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.

Staff members completed the Tell Them From Me survey with results indicating:

- * That lessons are planned to suit the needs of students that staff work with and that clear expectations of behaviour are established within the classroom. Teachers embed effective and explicit literacy and numeracy practices within their classrooms. Most staff indicated that they engage in high quality professional learning that supports their growth as a teacher.
- * Staff would like to work on develop a whole school learning, engagement and wellbeing program to effectively support the varied needs of students within the 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.