

# 2022 Annual Report

## Willow Tree Public School



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# Introduction

The Annual Report for 2022 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 Strategic Improvement 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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Willow Tree Public School

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WILLOW TREE, 2339

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## School vision

Willow Tree Public School's vision is to provide high quality inclusive and culturally rich educational experiences through the provision of a diverse range of learning opportunities, fostering active learning in order for students to Aim High.

## School context

Willow Tree Public School is a rural school located in the Mooki network, 75 kilometres from our nearest regional centre Tamworth. Willow Tree Public School has a current enrolment of 68 students. School numbers have fluctuated over the past eight years, with student numbers ranging from 35 - 68. We anticipate that this trend will continue into the future.

Two strong threads through the previous two school plans focused on continual whole school improvement and the school community working collaboratively to support student wellbeing.

Through our situational analysis we have identified the need for a continued emphasis to embed evidence informed teaching practices across all subject areas, with a focus on reading and numeracy. Use of high impact teaching strategies will provide opportunities to improve teacher practice to ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students. Staff collaboration (including beyond the school gate) will aim to develop effective feedback in order for staff to deeply reflect on their learning.

There will be a strong focus on engagement and the use of evaluative practices and strategies to support a culture of learning and engagement.

We have identified the need to move towards deeper evaluative practices based on quality data literacy and data fluency. We will look to embed reflective practices, not just in school planning, but across all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school, along with tools and systems, to enable the shared use of data.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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: Student growth and attainment

### Purpose

In order for students to reach their full reading and numeracy potential across all subject areas staff will develop and embed evaluative and evidence informed practices.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading, Numeracy & Evaluative Practices

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$30,114.00

**Professional learning:** \$9,530.00

**Socio-economic background:** \$41,303.00

**Location:** \$20,000.00

**Low level adjustment for disability:** \$3,000.00

**Per capita:** \$7,000.00

**QTSS release:** \$12,986.00

### Summary of progress

***Systematic professional learning to support improvement in student reading and writing.***

#### Enablers:

- All staff are embedding evidence informed, explicit teaching strategies based on professional learning presented for vocabulary in reading and writing.
- Varied structures for professional learning provided - online, face to face, Community of Practice, shared planning days, shoulder to shoulder support from Assistant Principal Curriculum & Instruction (APC&I), Lead Specialist Literacy support, extra release time for teaching staff, pl developed for individualised staff needs, early adopter school
- Access to casual staff for our shared professional learning days has enabled all classroom staff to engage in collaborative learning based on next steps from previous pl and Learn, Do, Reflect model
- Community of Practice has enabled time to interpret and analyse data in a collaborative principal space to drive system wide school approaches to change.

#### Barriers:

- Access to casual staff, due to planned and unplanned staff absences, has prohibited the ability to engage in learning walks to share/model practice within our school as anticipated.
- Competing system wide priorities and the introduction of significant changes via new policy and procedures.
- Location of and access to local face to face professional learning for teachers delivered by Department of Education for individual small schools has reduced our ability to access high quality professional learning required for point in time needs of our school staff.

#### Next Steps:

- Introduction of Theory of Action across the school setting to ensure the right evidence informed practice at the right time is targeting literacy and numeracy needs of students.
- Review whole school scope & sequences to support teaching, learning and assessment practices.
- APC&I backward map with each staff member their learning plan for the year to ensure support is targeted to the needs of the teacher and students.

### CSUS Mathematics

#### Enablers:

- Support from the CSUS Small Schools team has enabled school wide systems to be developed to support every child learn; engage in Theory of Action process to drive activities and processes to support teacher learning and practice, as well as drive student learning; enabled a better understanding of how to unpack student data sets to narrow the focus; provided support with next steps.

#### Barriers:

- Access to casual staff, due to planned and unplanned staff absences, has prohibited the ability to engage in the shoulder to shoulder teacher and professional learning as anticipated.

#### Next Steps:

- Introduction of Theory of Action across the school setting to ensure the right evidence informed practice at the right time is targeting literacy and numeracy needs of students.
- Review whole school scope & sequences to support teaching, learning and assessment practices.
- APC&I backward map with each staff member their learning plan for the year to ensure support is targeted to the needs of the teacher and students.

#### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Year 3 & 5 students show improvement towards our lower bound system negotiated numeracy target 26.4% in the top two bands in NAPLAN numeracy.	• An increased percentage of students achieved in the top two skill bands for numeracy which was above our negotiated target. Student achievement data is unavailable for this progress measure in 2022 for Year 5 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Check In Data indicates ongoing focus is required in additive strategies.
• Year 3 & 5 students show improvement towards our lower bound system negotiated reading target 32.8% in the top two bands in NAPLAN reading.	• Student achievement data is unavailable for this progress measure in 2022 for Year 5 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Check In Data indicates ongoing focus is required in reading processes and comprehension.
Students continue to move towards the lower bound system negotiated targets for growth in reading.	• Student achievement data is unavailable for this progress measure in 2022 for Year 5 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Check In Data indicates ongoing focus is required in reading processes and comprehension.
Students continue to move towards the lower bound system negotiated targets for growth in numeracy.	• An increased percentage of students achieved in the top two skill bands for numeracy which was above our negotiated target. Student achievement data is unavailable for this progress measure in 2022 for Year 5 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Check In Data indicates ongoing focus is required in additive strategies.

## Strategic Direction 2: Engagement

### Purpose

There is a planned approach to support high levels of engagement, connection and success through the provision of personalised, inclusive and culturally rich learning programs.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Learning Culture

### Resources allocated to this strategic direction

**English language proficiency:** \$2,400.00

**Low level adjustment for disability:** \$30,000.00

**Aboriginal background:** \$12,338.00

**Socio-economic background:** \$11,542.00

### Summary of progress

#### *Personalised Learning Pathways*

##### Enablers:

- Staff have supported teaching and learning programs using a targeted early intervention focus to support the development of Phonemic Awareness, Reading and Numeracy.
- Some staff have engaged with professional learning to support the use of decodable texts within the classroom.
- Programs and Individual Learning Plans show evidence of differentiation for student learning across the whole school setting.
- Staff are using assessments to drive differentiation in teaching and learning programs.
- Access to online professional learning.
- Participation in Community of Practice and Collaborative Support Unique Settings to develop school wide practices and systems for data analysis, action plans, professional learning directions and leadership evaluation.

##### Barriers:

- Access to face to face professional learning from specialist corporate staff at the point in need time for staff at our school.
- Access to casual staff, due to planned and unplanned staff absences, has prohibited the ability to engage in professional learning within our school as anticipated.

##### Next Steps:

- Revisit Individual Learning Plans to ensure that they meet the needs of the current students
- Engage in professional learning around PLAN2v3 in order to embed in teaching practice
- Review Individualised Education Plans.

#### *Sense of belonging*

##### Enablers:

- Employment of an Aboriginal Education Officer to support the development of a culturally aware, culturally safe school to promote a sense of belonging for all students; develop a Gamilaraay language program K-6.
- Department of Education online professional learning to build staff skills, knowledge and understanding.
- A supportive school community and P&C committee that engage with the school to support the needs of all students.

##### Barriers:

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##### Next Steps:

- Review whole school approach to support Personalised Learning Pathways for students.
- Continue to build upon Gamilaraay language programs.
- Develop a cultural walk within our community.

## Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Attendance Data</b> <ul style="list-style-type: none"><li>• Increase the percentage of students attending greater than 90% of the time in order to be at or above the system negotiated lower bound target.</li></ul>	<ul style="list-style-type: none"><li>• The number of students attending school 90% of the time or more has decreased.</li></ul>
The school plans for and monitors a whole school approach to student wellbeing and engagement.	<ul style="list-style-type: none"><li>• Document analysis of learning programs indicate 100% of learning programs include evidence of adjustments made to accommodate individual student needs supporting a whole school approach to wellbeing and engagement.</li></ul>



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$52,845.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Willow Tree Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading, Numeracy &amp; Evaluative Practices</li> <li>• Learning Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• varied professional development opportunities of staff to support student learning.</li> <li>• employment of additional staff to support targeted literacy and numeracy programs.</li> <li>• staff release to increase understanding of new syllabus requirements.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of staff have engaged in professional learning to improve student outcomes in vocabulary, with student growth evident in Check In and school based data. 100% of teachers have embedded explicit teaching practices of vocabulary in their classroom. Through the Tell Them From Me survey, 1/3 of students in Years 4-6 indicated that their vocabulary use had improved.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Develop Theories of Action to support student growth in targeted literacy (reading processes and comprehension) and numeracy (additive strategies) areas. Use the APC&amp;I to support professional learning for all staff. Use above establishment staff to support classroom based literacy and numeracy interventions, with a focus on early intervention support. Review collaborative planning days.</p>
<p>Aboriginal background</p> <p>\$12,338.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Willow Tree Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of an AEO to support Aboriginal students</li> <li>• creation of school literacy resources embedding local language</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of students engaged in Gamilaraay language classes. AEO supported students to create a new Acknowledgement of Country.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Developing a cultural walk for our school and broader community. Refine Gamilaraay language program.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Willow Tree Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<ul style="list-style-type: none"> <li>• Learning Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students are showing growth in all areas of literacy and numeracy as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To build teacher capacity to design integrated writing units that reflect the needs of EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$33,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Willow Tree Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading, Numeracy &amp; Evaluative Practices</li> <li>• Learning Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Development of an early intervention learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Small student groups targeting reading across K-4, supported by other interventions, has seen student progress across all targeted literacy and numeracy areas. Developing staff ability to engage with PLAN3 as a support to track student learning progress. Developing Theory of Actions via student data analysis.</p>
<p>Location</p> <p>\$20,000.00</p>	<p>The location funding allocation is provided to Willow Tree Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading, Numeracy &amp; Evaluative Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions and incursions to enable all students to participate</li> <li>• additional staffing for teaching principal release</li> <li>• additional staffing to support student learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Development of an early intervention learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. All students have been able to access funding to ensure students are able to participate in extra curricular activities.</p>

<p>Location</p> <p>\$20,000.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Small student groups targeting reading across K-4, supported by other interventions, has seen student progress across all targeted literacy and numeracy areas. Developing staff ability to engage with PLAN3 as a support to track student learning progress. Developing Theory of Actions via student data analysis. 100% of students wanting to participate in extra curricular activities and excursions have been able to do so.</p>
<p>Professional learning</p> <p>\$9,530.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Willow Tree Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading, Numeracy &amp; Evaluative Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Systematic professional learning to support improvement in student reading and writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of staff have engaged in professional learning to improve student outcomes in vocabulary, with student growth evident in Check In and school based data. 100% of teachers have embedded explicit teaching practices of vocabulary in their classroom. Through the Tell Them From Me survey, 1/3 of students in Years 4-6 indicated that their vocabulary use had improved.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Develop Theories of Action to support student growth in targeted literacy and numeracy areas. Use the APC&amp;I to support professional learning for all staff. Use above establishment staff to support classroom based literacy and numeracy interventions, with a focus on early intervention support.</p>
<p>QTSS release</p> <p>\$12,986.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Willow Tree Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading, Numeracy &amp; Evaluative Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional RFF to support teachers with curriculum reform</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of staff have engaged in professional learning to improve student outcomes in literacy and numeracy initiatives. 100% of teachers have embedded explicit teaching practices in their classroom. 100% of staff have engaged in PL to support curriculum reform activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Develop Theories of Action to support student growth in targeted literacy and numeracy areas. Use the APC&amp;I to support professional learning for all staff. Engage in curriculum reform activities.</p>
<p>COVID ILSP</p> <p>\$40,222.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p>

<p>COVID ILSP</p> <p>\$40,222.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/SLSOs to deliver small group tuition</li> <li>• development of resources and planning of small group tuition</li> <li>• engaging with professional learning for COVID educators</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Impact</p> <p>The allocation of this funding has resulted in the following impact:</p> <p>100% of students have demonstrated growth in the targeted areas of literacy and numeracy via varied teacher assessment methods. 100% of students supported reached SMART goals. Increased student attendance for most students receiving support.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Develop Theories of Action to support student growth in targeted literacy (reading processes and comprehension) and numeracy (additive strategies) areas. Use the APC&amp;I to support professional learning for all staff. Use above establishment staff to support classroom based literacy and numeracy interventions, with a focus on early intervention support. Embed the use of focus groups via PLAN2 to track student growth.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	34	37	41	31
Girls	25	25	27	25

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.7	94.7	91.2	77.3
1	93.8	91.7	91.8	85.4
2	93.6	92.8	88.9	88.2
3	90.9	90.8	90.8	83.3
4	92.2	93.7	87.6	87.5
5	91.3	92.1	92.4	83.5
6	91.0	92.7	90.2	77.8
All Years	92.5	92.3	90.1	84.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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
Assistant Principal(s)	0.2
Classroom Teacher(s)	2.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	93,545
<b>Revenue</b>	990,270
Appropriation	936,438
Grants and contributions	52,561
Investment income	1,271
<b>Expenses</b>	-974,935
Employee related	-875,463
Operating expenses	-99,473
<b>Surplus / deficit for the year</b>	15,335
<b>Closing Balance</b>	108,879

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	98,313
Equity - Aboriginal	12,247
Equity - Socio-economic	51,324
Equity - Language	2,400
Equity - Disability	32,342
<b>Base Total</b>	709,186
Base - Per Capita	17,182
Base - Location	20,041
Base - Other	671,963
<b>Other Total</b>	63,656
<b>Grand Total</b>	871,155

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2022 targeted feedback from students was sought around our wellbeing processes with a focus on aspects of our behaviour management system.

- 100% of students identified that our merit system was working well.
- Based on extra feedback from senior students around our assembly merit awards and we have jointly revised some of the rewards on offer.

Our student Tell Them From Me data indicates that:

- Most students try their hardest with their learning.
- Students feel that our whole school focus on vocabulary has improved their reading and writing.
- Most students can persevere with their goals, even when faced with obstacles.

Targeted parent feedback was sought around our new reports in K-2. 100% of parents who responded indicated that:

- the reports gave them a clearer understanding of where their children are at, particularly in English and Mathematics.
- the comments allowed parents to know areas of strength and growth.

Teacher feedback was sought around our shared learning days. 100% of classroom staff indicated that shared learning days:

- better supported collaborative practice and their professional growth. As a result we will be continuing with these days at least once a term in 2023 (depending on availability of casual staff).
- allowed staff to engage in rigorous and targeted professional learning with access to specialist staff, such as literacy specialists.
- built teacher capacity in specific areas related to our Strategic Directions.
- allowed time to build in depth understanding of research informed teaching practices, new syllabus and data analysis.

Our Willow Tree Public School P&C strongly advocates for all students at our school. The P&C supports students learning and builds relationships with staff through:

- Providing extra financial support for families for excursions.
- Providing extra teaching resources for staff to access to support literacy and numeracy development.
- Providing a voice for parents in a meeting setting to ask questions and collaboratively set goals for our school.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.