

# Willoughby Girls High School Annual Report



2017



8159

## Introduction

The Annual Report for **2017** is provided to the community of **Willoughby Girls High 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.

Elizabeth Diprose

Principal

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### Message from the Principal

As we have reached the end of our three year School Plan, on reflection much has been achieved in terms of Student Wellbeing and Teaching and Learning. We are well on our way in implementing Habits of Mind throughout the school, to ensure all students are well equipped to achieve success at school and to navigate the world beyond this stage of their education journey.

This year teachers continued our work on assessment, both responding to the extensive research and surveys we conducted in 2016, and combining this with the most recent research from well-respected educators in Australia, Finland, the UK and Canada. Our shift away from summative assessment and onto assessment AS and FOR learning has provided greater opportunities for students to receive targeted feedback during the learning process, thereby enabling them to maximise their learning outcomes.

Student voice and student leadership are another key component of our School. In 2017 we inducted all leadership groups – Prefects, Student Representative Council and House Captains – in the same ceremony, ensuring that students recognise the distinctly different but equally important roles of each of these student leadership groups. These 48 students participated in a two day leadership camp at Chowder Bay, where they learned about leadership qualities and strategies and worked in their respective groups to plan their activities for 2018.

The 2017 student leadership groups raised significant funds for charity through various events including Mufti Day, Charities Day and International Women's Day. These events are always fun with students and staff dressing in costume reflecting the chosen themes. In all, students raised over \$16,000 for charity in 2017.

Willoughby Girls High School 2017 HSC students again achieved outstanding results, ensuring all graduating students maximised their opportunity to choose their further learning and career pathways. I am also very proud of our students' participation and achievements in sport and the creative and performing arts. The Junior Vocal Ensemble and Senior Vocal Ensemble both performed at the Sydney Town Hall, and the Chamber Ensemble and Senior Wind Ensemble both performed at the Opera House. Another performing arts highlight was the school production of *The Little Shop of Horrors* – a spectacular display of talent and skills of both students and teachers.

Again the parents actively contributed to the school through raising funds to support the installation of the new audio visual system in the hall and ongoing maintenance of the school gardens. The parent-run Netball, Hockey, Basketball and Touch Football Clubs have continued to grow and flourish and the parent managed Music Ensembles Program has also grown with over 150 girls participating. These opportunities provided by our dedicated parents are most appreciated as they support a well-rounded education for all girls at the school.

In 2017 we farewelled Mr Scott Leavers, who served as Deputy Principal at Willoughby Girls for 20 years. His retirement celebration was a great opportunity to reflect on the enormous positive impact he has had on many students and

teachers during that time. We also farewelled retiring teachers Philip Devitt (Head Teacher Computing Studies), Janine Baker (Social Science) and Angela Dickson (Mathematics), all of whom have been valuable and valued members of staff for many years. I thank these teachers for their outstanding commitment and contributions to our school wish them much joy in the next phases of their lives.

It continues to be a great pleasure and privilege for me to work with so many talented and dedicated people throughout the school community, in ensuring we fulfil our aims of providing an excellent education for girls. I thank the staff, parents and students for their commitment to the school and ongoing support.

## Message from the students

As co-president of the Student Representative Council, and School Captain it has been an honour to serve the students of Willoughby Girls High School. The efforts of the SRC and Prefects have covered a wide range of areas and it has been a pleasure to see our young women become empowered in their own skills, seeking change in our school and the wider community.

The SRC and Prefects began 2017 with a two-day training course, organised by Ms Piech. Here we learned the skills and attributes necessary for the position. Upon our return from camp, with Christmas just around the corner, and as a fun way to bring students and teachers together, we delivered 'Candy Grams'. This involved SRC members running to numerous homerooms daily, collecting messages, from students and teachers, which were delivered to their peers as a handwritten card, with a candy cane attached.

The first major event for 2017 for the SRC was contributing to International Women's Day. I worked closely with our principal, Ms Diprose, and our Prefects in devising a presentation on Intersectional Feminism. This task was highly rewarding for me as a leader and a proud feminist. It opened new branches of discussion with my peers about the varying types and degrees of oppression which women face in the 21st century. Meanwhile, others in the SRC generously baked goods to raise funds for 'Kind Necessities', an NGO initiated by one of our alumni, Iman Farrer. This NGO is designed to provide sanitary products to refugee women. Moreover, our NSW Local Member and NSW Premier, the Honourable Gladys Berejiklian, also addressed our Women's Day assembly and provided insights into her experiences as a female MP in a male-dominated State Parliament.

In May the Prefects organised the annual Charities Day, with the theme "Time Warp: Past, Present and Future". Year 12 demonstrated their organisational skills and teamwork, a testament to their immense school spirit. In total, the cohort raised \$14,228, a new Charities Day record for Willoughby Girls High School. All funds were given to Oxfam's "Close the Gap", helping raise the life expectancy of Australia's Indigenous community. Stalls ranged from bath bombs to milkshakes, providing such a wide variety that it was almost impossible not to buy at least one item. This could not have been achieved without all the hard work that the whole of Year 12 contributed in coordinating such an action-packed and successful day.

This year, Emma Brady, one of the SRC's Year 8 members, directed our first Ride2School initiative. Breakfast was provided for those who rode their bicycles or walked to school. Willoughby City Council supported the event and Willoughby Mayor Gail Giles-Gidney joined in. 99 Bikes of Artarmon also donated a bike that was raffled amongst the students. The breakfast was a huge success and all of those involved had a great morning, learning more about safety while riding to school and meeting our Mayor.

In 2017, the SRC continued to actively support our athletes and their fans at sporting events. At Willoughby's annual Swimming Carnival, students rallied together to raise funds for Delvena Women's Refuge by selling ice-blocks to students and teachers. It was certainly a day full of laughs and one to remember. Our charitable nature was also evident at our school's Athletics Carnival, again selling baked goods, this time raising funds for the Starlight Foundation.

Senior SRC members, Georgie Bryden, Lucy Abroon and I represented Willoughby Girls at Abbotsleigh School for their Mental Health Awareness Breakfast. Along with student leaders from schools on the North Shore, we learned much from the guest speakers who give us a broader insight into the world of mental health. The event also allowed us to empathise with our peers who face these issues every day, and how to best address concerns.

The SRC also organised the school's annual Mufti-Day, in which each student at Willoughby Girls donated money for the charity, The Pyjama Foundation. Students wore their best pyjamas to class, enjoyed a BBQ lunch served by some keen parents, and Phae Hopper rallied the Sports House Captains to organize some fun activities at lunch time on the oval. Other SRC activities in 2017 included assisting with canteen service, raising the school flags daily, managing paper recycling and assisting the SRC at Willoughby Primary School.

It has been a great pleasure and privilege for us to lead the students of Willoughby Girls High School throughout the year.

Jessica Sand, SRC Co-president and Sansi Iyer, School Captain 2016-2017

## School background

### School vision statement

At Willoughby Girls High School we strive to develop the best in each girl, to draw out her talents and interests, and to support and guide her in all areas of her schooling, so that she is well placed to pursue her career options, and to live a happy and productive life.

With the interests of all students in mind, the school offers a broad curriculum, with more than 40 courses in the junior and senior years, as well as a rich array of over 80 extracurricular programs, including competitions and awards in all subject areas, exhibitions in visual arts and design and technology, music and drama ensembles and performances, debating and sporting teams, study camps and the sustainability garden.

Student voice and leadership are valued and growing within the school with an active engaged SRC, Prefect body and House Captains. The school's culture promotes values essential for living in a caring, civil and just society, values such as cooperation, integrity, responsibility, kindness and respect for others. We foster in students a capacity for independent, life-long learning and provide opportunities and guidance for students to develop into good citizens and capable leaders.

Girls and their parents choose Willoughby Girls High School because of our focused learning environment, our high expectations of students' learning and behaviour, the dedicated and accomplished teaching staff and the focus on student wellbeing.

### School context

Founded in 1934, Willoughby Girls High School, located on Sydney's Lower North Shore, is recognised as a leader in girls' education in one of the most competitive schooling areas in Australia. In the general community, the school has a strong reputation for setting high standards and for academic excellence, evident in the school's consistently outstanding HSC results, with the vast majority of graduates progressing to university studies. Extension streams for selected students of high academic achievement operate in Years 7 to 10. Strong values and an effective, proactive support system, along with clear discipline policies and a well-defined uniform code, create a safe and stable school setting.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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

The School's evaluation team determined significant improvement in some areas and continued excellence in others. This evaluation was supported by qualitative and quantitative data from a range of sources and feedback from students via the Tell Them From Me annual survey. Analysing this information in conjunction with the Schools Excellence framework resulted in the following judgements:

**Learning:** the school was **excelling** in Learning Culture, Wellbeing, Student Performance Measures and Reporting, and **sustaining and growing** in Curriculum and Assessment. While the school has made very good progress in improving the range and quality of curriculum offerings, particularly in Project Based Learning and Problem Based Learning, and in broadening the purposes and methods of assessing student learning growth, the evaluation team was keen for these aspects of the school to continue to develop over the next School Plan cycle (2018–2020).

**Teaching:** the school was **excelling** in Effective Classroom Practice and Teacher Learning and Development, and **sustaining and growing** in Teacher Data Use and Skills, and Teachers' Engagement with Professional Standards.

In the **Leading** domain, the school was found to be **excelling** in Educational Leadership, School Planning, Implementation and Reporting, and the Allocation and use of School Resources. The school is **sustaining and growing** in Management Practices and Processes.

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/self-evidence-guide>



## Strategic Direction 1

### Student and Staff wellbeing

#### Purpose

To build a self-supporting, equitable society by empowering all members of the school community to contribute positively to all aspects of their lives. All students and staff are confident, resilient, are able to form positive relationships, have a strong sense of self, a cultural awareness and maintain a healthy lifestyle, to enable them to become exemplary, empowered citizens and have respect for living in a diverse society.

#### Overall summary of progress

The main focus of wellbeing in 2017 was the introduction of Habits of Mind, which involved teachers learning about these 16 Habits and working together to incorporate these into teaching and learning programs, and the Student Wellbeing Scope and Sequence. While teachers continue to develop their understanding of Habits, increasing confidence in this has been evident in teacher comments on student Progress Reports, the use of Habits language in teaching documents and in presentations to students at assemblies and Year meetings. Parent engagement with the school continues to grow with most parents attending annual Parent Teacher meetings, many parents assisting at student initiated fundraising events and through the parent-managed sporting clubs and music ensemble program. In 2017 over 45 parents volunteered to present their education and work experiences to Year 11 students during subject selection week. These panels of three parents per session were highly valued by students. The School and P&C jointly ran An Evening with Madonna King, an evening event about raising teenage girls. This was attended by over 150 parents and teachers.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved resilience skills in staff and students reflected in Tell Them From Me (TTFM) surveys and other wellbeing data.	<p>\$2,670 for annual Wellbeing Team Conference – evaluation of 2017 wellbeing plan and development of 2018 plan</p> <p>Additional costs associated with Teacher leaning of Habits of Mind included in Professional Learning costs (Strategic Direction 2)</p>	<p>Aspects of student wellbeing identified through the Tell Them From Me student survey shows:</p> <ul style="list-style-type: none"> <li>• high levels of optimism have increased by 3%</li> <li>• high levels of academic self-confidence increased 2%</li> <li>• Student levels of interest and motivation are up 6%</li> </ul> <p>Habits of Mind outcomes are embedded in most Year 7–10 teaching and learning programs. The Wellbeing Scope and Sequence has been finalised to incorporate Habits of Mind. The junior Student Reports have been reformatted to prioritise student Learning Habits over Student achievement in all subjects. This is part of the School's effort to support students in developing a growth mindset and are focused on the learning process as well as achievement.</p>
Improvements in administrative processes to support more efficient processing of teacher driven actions, including excursions, student academic reports.		<p>Some movement in administrative support staff resulted in a reallocation of some duties to improve service delivery.</p> <p>The implementation of the LMBR finance system in term 2, 2017, has created significant additional paperwork for SASS finance staff and required an additional SASS to be placed in this administrative area. The implementation time frame caused significant disruption to continuity of services (such as excursion administration, invoicing and payments) throughout the year.</p> <p>N Warning letter generation online through Sentral has enabled centralised collation of student NESAs compliance data and more effective managing of students at risk of not completing RoSA,</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvements in administrative processes to support more efficient processing of teacher driven actions, including excursions, student academic reports.		Preliminary and HSC credentials.
Parent attendance at information evenings including Year 8 and Year 10 Subject Selection, and other parent information evenings jointly organised with P&C	<p>All teachers involved in Parent Teacher meetings</p> <p>All faculty Head Teachers participated in Year 8 and 10 subject selection evening</p> <p>The wellbeing Head Teachers, Year Advisers attended the jointly organised Madonna King event – \$500</p>	<p>Parents Teacher Meetings continued to be well attended by parents.</p> <p>Year 8 and Year 10 Subject Selection evenings were attended by the majority of parents of these Year groups</p> <p>Over 150 parents attended An Evening with Madonna King, author of <i>Being 14</i>, jointly organised by the School's wellbeing team and the P&amp;C.</p>
Increased opportunities for teaching staff to interact across faculties to share expertise.	All teaching staff involved. See professional learning expenditure in Strategic Direction 2.	All Teacher Professional Learning sessions – three School Development Days, four three-hour Twilight PL meetings and monthly PL meetings – include sessions wherein teachers share successful pedagogy in cross faculty groups. These opportunities are highly valued by all teachers and have resulted in an increase in teacher confidence, a deeper appreciation of the connections across the curriculum and increased teaching strategies repertoire for all teachers.

## Next Steps

Enhance student learning and wellbeing through embedding Habits of Mind in all policies, teaching and learning programs, lessons, assessment and wellbeing programs. Ensure development of teacher understanding of and confidence in Habits of Mind culture through ongoing Teacher Professional Learning.

Continue to expand opportunities for parents and the school to work together in presenting events that enhance teacher and parent understanding of wellbeing, managing the demands of senior school and providing authentic links between school and the worlds of higher education and work.



## Strategic Direction 2

High quality teaching and learning to maximise student outcomes

### Purpose

To provide students with a challenging, relevant and engaging curriculum that is inclusive of all learners, designed and delivered by a quality teaching staff who are equipped to enhance the educational experiences of their students and themselves in a learning environment with strong, mutually respectful relationships. The ongoing improvement of teaching and learning is underpinned by planned, relevant and challenging professional development where teachers share responsibility for student learning in a transparent, thinking and collaborative learning culture.

### Overall summary of progress

There was a significant improvement in the quality of Project Based Learning programs as evidenced by the quality and diversity of projects: Year 9 Disasters, Year 10 Scientific Inquiry, Year 8 Mathematics scale model house projects; Year 9 writing in English.

Quality Teacher Professional Learning, led by the active and knowledgeable Professional Learning Team, ensured a coordinated and coherent program for all teachers across the whole year. The Peer Coaching training was beneficial in enabling teachers to identify opportunities for improvement of classroom practice .

NAPLAN and HSC achievement data was consistent overall with previous years with some shifts in individual subjects at HSC level.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student engagement – measured through Tell Them From Me (TTFM) surveys, lesson observations, participation in PBL and value added data	All human resources and time embedded in regular curriculum and programs	<p>100% student participation in Year 10 Taster Week with very positive student evaluations.</p> <p>Significantly improved quality of Year 9 PBL Natural Disasters projects encompassing learning from Mathematics, Geography and Science.</p> <p>Improved quality and diversity of Year 10 PBL Science projects evidenced by UNSW academic mentors' feedback.</p> <p>Year 8 Mathematics scale model projects enthusiastically embraced by students.</p> <p>Year 7 Problem Based Learning curriculum reviewed and refined.</p> <p>Student responses in the Tell Them From Me survey show:</p> <ul style="list-style-type: none"> <li>• expectations of success increased 1%</li> <li>• intellectual engagement up 10%</li> <li>• interest and motivation increased 6%, effort and effective learning time increased 3%, and relevance increased 2%</li> <li>• valuing school outcomes increased 5%</li> </ul>
Teacher engagement in professional learning and collaborative sharing of learning – teacher professional learning realised in annual evaluations	<p>\$86,168 Professional Learning</p> <p>All teachers</p>	<p>All teachers involved in four PL Twilight sessions and three School Development Days learning about and sharing in cross faculty groups experiences of Habits of Mind, collaborative programming, innovative assessment and Visible Thinking. Eighteen teachers trained in Peer Coaching to support the PDP teacher classroom observation processes. The Executive Team held</p>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher engagement in professional learning and collaborative sharing of learning – teacher professional learning realised in annual evaluations		two conferences which focused on deepening our understanding of effective leadership using the AITSL LEAD and Principal Standards and engaging in whole school planning and evaluation..
Maintenance of or increase in HSC student growth data; improvement in NAPLAN student achievement in Reading, Writing and Numeracy	Teachers  Release time for evaluating and renewing teaching programs and analysing HSC achievement data	Overall student growth in NAPLAN from Year 7 to Year 9 is very good, particularly in the lower and middle achievement groups. See HSC and NAPLAN results in comparison graphs – pages 15–17.
Increased teacher accessing of student wellbeing and performance data	Teacher time expended on setting up additional fields in Sentral – uploading NAPLAN results fro each student, additional wellbeing categories, N Warning letters etc. New file housing student data established for all teachers to access.	All student data (NAPLAN, TTFM, Student Reports, Year 7 testing) located centrally for easy access by teachers. All faculties analysed RAP data for HSC achievement patterns. Student Value Added data consistent with previous years.

## Next Steps

### Inspiring pedagogy

Strengthen individual and collective teacher pedagogy using research informed practices that facilitate individualised student learning through effective differentiation of teaching and assessment practices: (eg. Visible Thinking, Problem Solving, Flipped Learning, Flipped Classroom, PBL, Literacy Strategies– ALARM & Reading to Learn; Opportunities for Feedback (Assessment as and for Learning, including peer and self–assessment)

### Collaborative and reflective practice:

Collaboratively plan and evaluate teaching and learning programs framed around big questions, using the PDP framework to support observation, reflection and refinement of practice, (opportunities for team teach including peer coaching etc)

### Data informed practice:

Analyse student learning and wellbeing data to know students and know how they learn. Reflect on student progress using a range of small and big data sources at key points throughout each year. Differentiated teaching ensures all students are challenged and supported in their learning



## Strategic Direction 3

Leadership for a self-sustaining, self-improving school

### Purpose

To provide, develop and implement opportunities for staff and students that enable them to be strong, strategic and effective leaders contributing to a school community that will support the highest levels of lifelong learning, and empower girls to be confident, innovative and inspiring leaders in the world beyond school.

### Overall summary of progress

Leadership development is evident across the school with greater responsibility given to teachers within faculties in leading curriculum development, assessment programs and professional learning. One teacher is ready to submit HAT accreditation and two others are on target to submit within 18 months. Three teachers and one Head Teacher achieved promotion through merit selection – two within the school, two in other schools.

Student led initiatives increased with a more active environment club, SRC run fundraising for local charities and a more rigorous selection and election process for prefects was implemented in 2017, ensuring a more consistent and improved capacity of student leaders. This enhancement was further supported by the extension of the leadership camp to include House Captains and Prefects.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Executive leadership program evaluation	See Professional Learning – Strategic Direction 2	Executive Team self-evaluation in relation to LEAD and Principal Standards, and Executive Criteria from which they developed their PDP goals. Two PDP meetings across the year to plan and evaluate leadership growth. Deepened understanding of leadership skills evident in quality discussions and practices. Head Teachers distributing responsibilities and developing capacities across teaching staff.
Distribution of leadership roles and responsibilities across the staff		Leading Learning Teams developed – clear directions, cross faculty representation, regular meetings: Differentiation Team, Professional Learning Team, Wellbeing Team. Increased distribution of leadership roles in faculties – leading programming and assessment for various Year groups and/or subjects.  Three teachers working towards HAT.  Two teachers leading planning for iSTEAM elective in 2017 in collaboration with iSTEAM teachers from LNSCoS.
Increase in student initiated events; student leadership development programs	Three teachers released for two days. Students self-funded. Meals and hire of venue. \$3,000	Student leaders all inducted at same assembly – Prefects, SRC, House Captains. Two day leadership camp including all leadership groups early Term 4 – learning about leadership qualities, skills and goal setting. Each student leadership team planned the year's activities.

### Next Steps

#### Engaging with parents:

Improve the range of communication methods with parents – social media, updated website, email, Sentral Portal.

Develop a range of evening information sessions co-organised with the school and P&C on topics of interest to parents and relevant to student learning and wellbeing.

Increase opportunities for parental involvement and skill sharing (parent careers advice– Taster Week; parent input into PBL and as authentic audiences).

### **Teams leading improvement**

Continue to distribute leadership throughout the school through representative teams, ensuring school-wide investment in improvement processes. Teams include: Faculty, Executive, Professional Learning, SASS, Wellbeing, Attendance, Learning Support, Differentiation, Student Leaders (prefects, SRC, House Captains, Amnesty etc), EALD, GATs, Extra-curricular, LNSCoS.

### **A sharing school community**

Engage with expertise within and beyond the school to support best practice in learning, teaching and wellbeing primarily through LNSCoS and among the school's staff.

Implement and strengthen programs to support student mentoring, including Year 7&10 Home Rooms & Peer Reading, Year 12 mentoring, Habits of Mind.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	Three full time equivalent EALD teachers plus \$15,860 flexible funding	EALD teachers supported students in regular classrooms through team teaching in all subjects: primarily Stage 6 in HSIE and Science, Year 7 & 8 in Mathematics, Stages 4 & 5 in TAS and Visual Arts. Two senior ESL English classes – the school's best HSC ESL English results (13.8% above State). Before school EALD language classes four days per week were well attended. Parallel EALD English class in Year 10 prepared students for senior study.
<b>Low level adjustment for disability</b>	0.7 Learning and Support Teacher plus \$28,586 flexible funding used to employ and SLSO 2 days per week. Funding also used for disability provisions for assessment tasks and examinations.	Learning and Support Team met regularly; all students assessed on arrival and PLPs developed as required in consultation with students and parents. Base line and end of year testing showed significant increases in reading capability for most Year 7 students who had participated in the peer reading program, led by Year 11 per tutors. Flexible funding was used to provide separate examination supervision for students requiring special provisions.
<b>Socio-economic background</b>	\$16,842	Low socio economic background funds were utilised to provide school uniforms, subject fees and excursion expenses for a small number of students. Some funds were expended on teacher release for enhancing teaching programs with differentiation strategies.
<b>Support for beginning teachers</b>	\$38,611 for beginning teacher and mentor release	Beginning teachers in their first year attended four Lower North Shore Community of Schools PL days with colleagues from local high schools and led by a recently retired deputy principal. Second year teachers participated in the early career LNSCoS meetings each semester. All beginning and early career teachers spent an additional day each term in school-devised professional learning and working on their accreditation. Beginning teachers also participated extensively in faculty programming and evaluation days with peers, mentors and supervisors. Five beginning teachers achieved their accreditation in 2017.





## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	0	0	0	0
Girls	967	956	973	972

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	97.5	96.5	97	97.1
8	96.3	95.9	95.9	95.8
9	95.3	94.8	95.7	94.5
10	94.1	93.5	94.2	94.6
11	95.6	92.4	93.4	94
12	94.6	93.7	94.2	94.8
All Years	95.6	94.5	95.1	95.1
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

Student attendance rolls are marked daily as well as in each lesson. The Student Attendance Team, comprising assistant year advisers and the Head Teacher Wellbeing, monitor attendance at fortnightly meetings. Student absences are followed up each day in roll classes and letters are sent to parents twice each Term for absences not accounted for. The school works with parents and students to resolve poor attendance issues. Students with high rates of absence are referred to the Home School Liaison Officer if contact with families does not result in required attendance levels.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	13
Employment	0.6	0	1.9
TAFE entry	0	1.27	1.9
University Entry	0	0	85.7
Other	0	0	2.5
Unknown	0	0	6.7

### Year 12 students undertaking vocational or trade training

A total of 15 students completing Vocational courses as part of their HSC (TAFE and SCHOOL delivered)

9 VET Students completing Hospitality– School Delivered

6 VET Students at various TAFE Campuses in Northern Sydney and Sydney Institute

Human Services, Tourism and Events (Events), Screen and Media– Film and television, Animal Studies

9.3% of total cohort undertaking a VET Course as part of their HSC

### Year 12 students attaining HSC or equivalent vocational education qualification

Total – 161 Students

161 (100% of students) received HSC Qualifications

Non ATAR HSC pathway – 2

HSC “Pathways” Completed 2017 – 1

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	47.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	3
School Counsellor	1
School Administration & Support Staff	11.77
Other Positions	1

\*Full Time Equivalent

### Teacher qualifications

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

### Professional learning and teacher accreditation

All teachers are accredited at Proficient. Five beginning teachers achieved their accreditation in November 2017.

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

### Financial information

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

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

Receipts	\$
<b>Balance brought forward</b>	<b>586,260</b>
Global funds	404,885
Tied funds	109,842
School & community sources	590,406
Interest	5,765
Trust receipts	160,832
Canteen	0
<b>Total Receipts</b>	<b>1,271,730</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	44,983
Excursions	149,092
Extracurricular dissections	200,618
Library	8,806
Training & Development	7,566
Tied Funds Payments	86,168
Short Term Relief	28,543
Administration & Office	165,383
Canteen Payments	0
Utilities	42,916
Maintenance	21,002
Trust Payments	173,587
Capital Programs	20,600
<b>Total Payments</b>	<b>949,263</b>
<b>Balance carried forward</b>	<b>908,727</b>

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

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

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,882,515
Appropriation	1,347,767
Sale of Goods and Services	34,791
Grants and Contributions	496,468
Gain and Loss	0
Other Revenue	0
Investment Income	3,489
<b>Expenses</b>	-1,055,198
Recurrent Expenses	-1,055,198
Employee Related	-391,267
Operating Expenses	-663,931
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	827,318
<b>Balance Carried Forward</b>	827,318

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

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

The School has been accumulating funds with the intention of refurbishing out dated learning spaces. The delay in undertaking these works has been largely due to us being allocated a new building due to commence construction in 2018, and the accompanying uncertainty regarding what facilities this new building will provide. Refurbishment of the current Science building will commence in 2018 at the School's expense.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	8,312,456
Base Per Capita	148,761
Base Location	0
Other Base	8,163,695
<b>Equity Total</b>	438,378
Equity Aboriginal	1,260
Equity Socio economic	16,847
Equity Language	320,582
Equity Disability	99,689
<b>Targeted Total</b>	0
<b>Other Total</b>	107,355
<b>Grand Total</b>	8,858,189

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

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

## School performance

### School-based assessment

The School participated in, and achieved many notable events in 2017.

#### Music

- 2 HSC students nominated for Encore – one for performance and one for composition
- 170 students involved in 8 extra-curricular ensembles
- major school production *Little Shop of Horrors* involved over 60 students as actors, dancers, singers and musicians as well as back stage crew. The performance was a joint production with Music, Visual Arts and English.
- The Combined Choir performed with Felix Riebl at Sydney Town Hall
- The Senior Vocal Ensemble was selected to perform at the Sydney Town Hall
- The Senior Wind Ensemble & Chamber Ensemble were selected to perform at the Sydney Town Hall
- Two Gold Awards were achieved at the NSW Schools Band Festival – Senior Wind Ensemble & Jazz Ensemble

#### Duke of Edinburgh Award Scheme

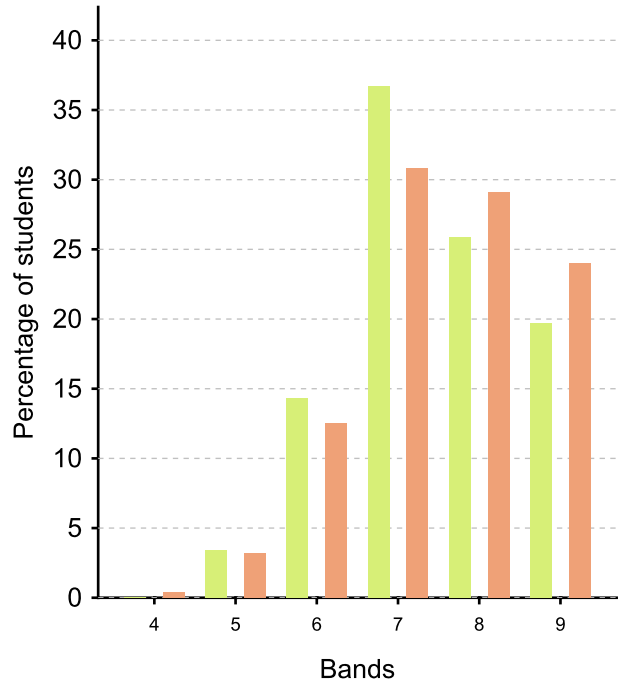
- several students attended State Music Camps
- five students were selected to perform in NSW Public Schools Ensembles
- 23 students performed in the Arena Choir in Schools Spectacular

- Community performances at Northbridge Fireworks, Willoughby Spring Festival, Chatswood RSL Club, Queen Victoria Building, Australian Cancer Research Foundation, Chatswood Legacy, Lindfield Gardens were well attended by community members.

**The Duke of Edinburgh Award Scheme**

- 100 enrolled in the Bronze Award, 22 in Silver
- The Bronze Award students undertook two, two-day hikes through Kur-ring-gai National Park and The Royal national Park, Heathcote
- The Silver Award students completed two, three-day hikes through The Blue Mountains National Park and The Royal National Park
- Students' volunteering experiences include leading reading programs at local primary schools, coaching sports teams, assisting at aged care facilities and supporting younger students in the after school homework club.

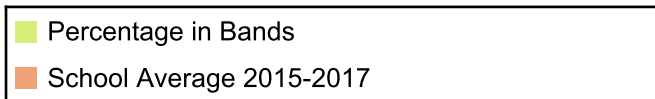
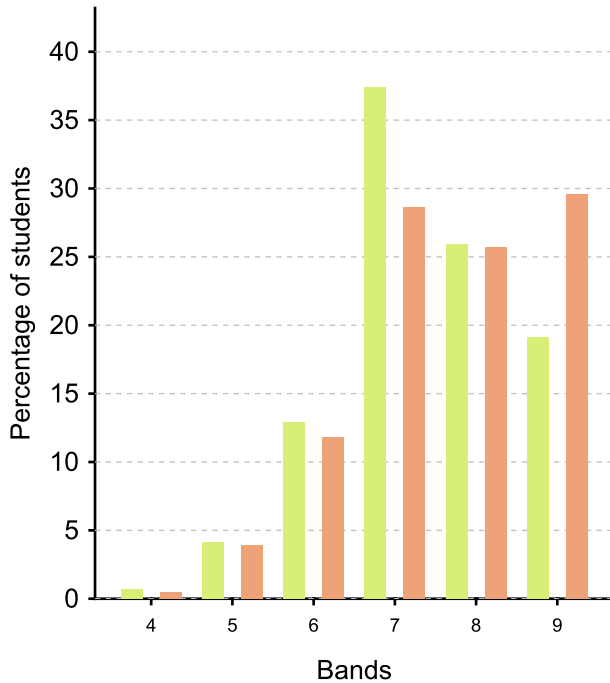
**Percentage in bands:  
Year 7 Reading**



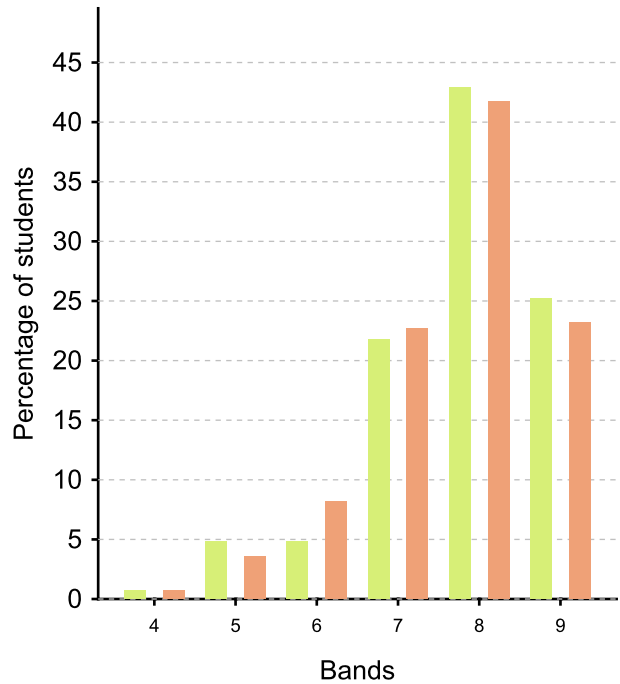
**NAPLAN**

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.

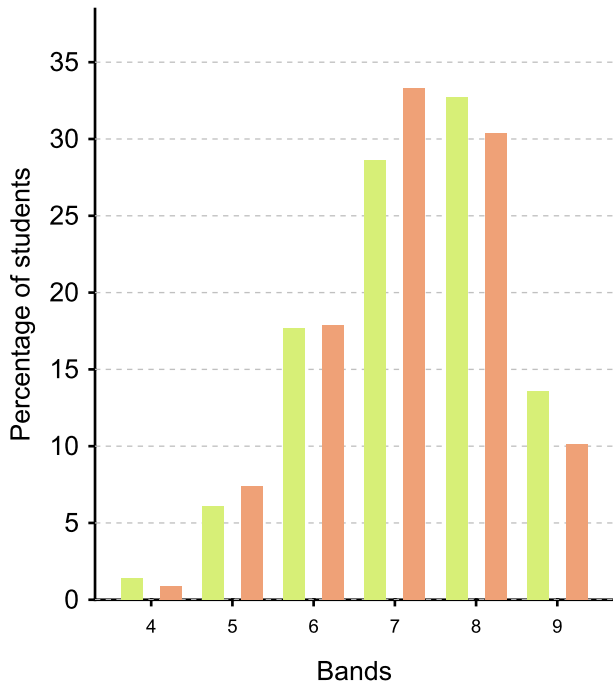
**Percentage in bands:  
Year 7 Grammar & Punctuation**



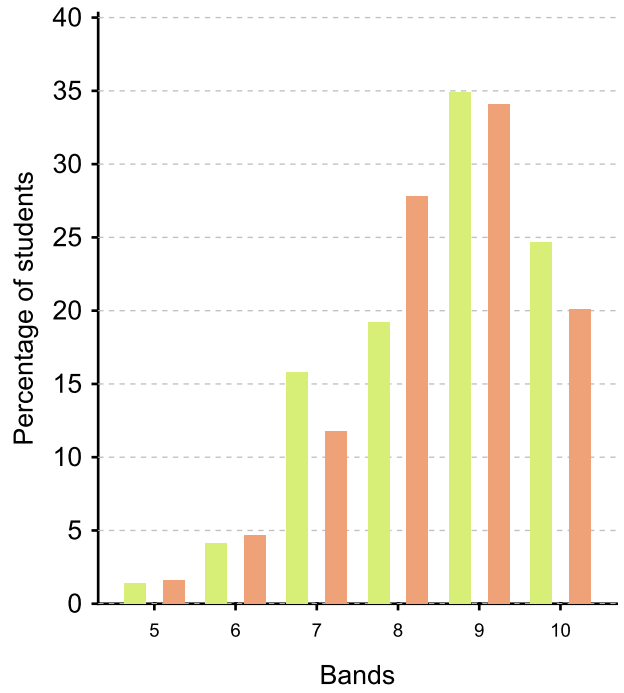
**Percentage in bands:  
Year 7 Spelling**



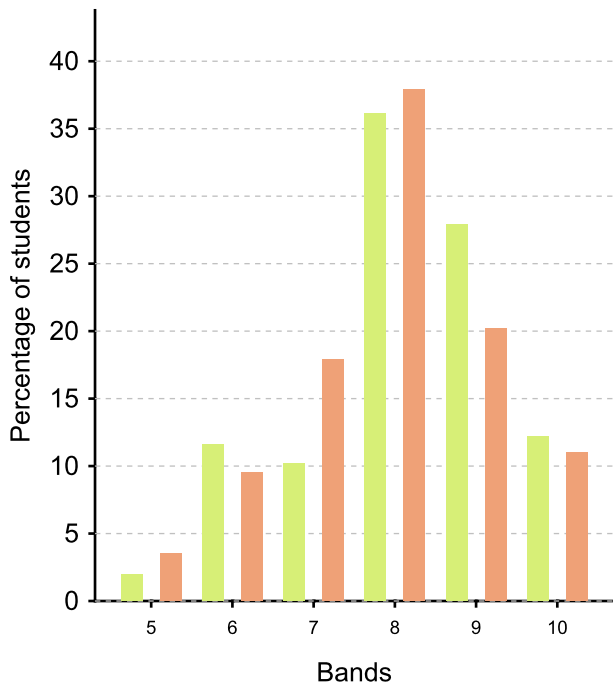
**Percentage in bands:**  
Year 7 Writing



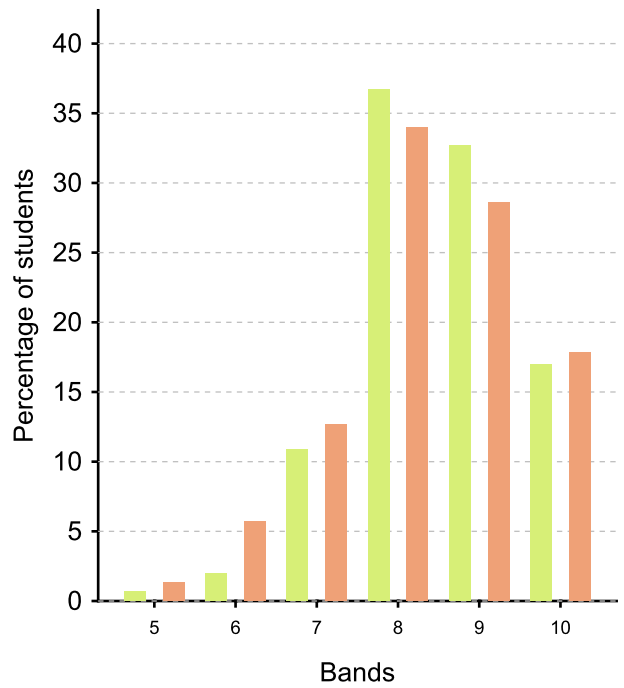
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Writing

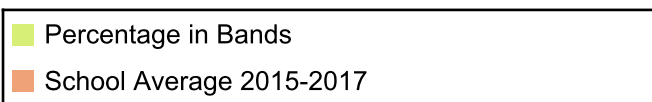
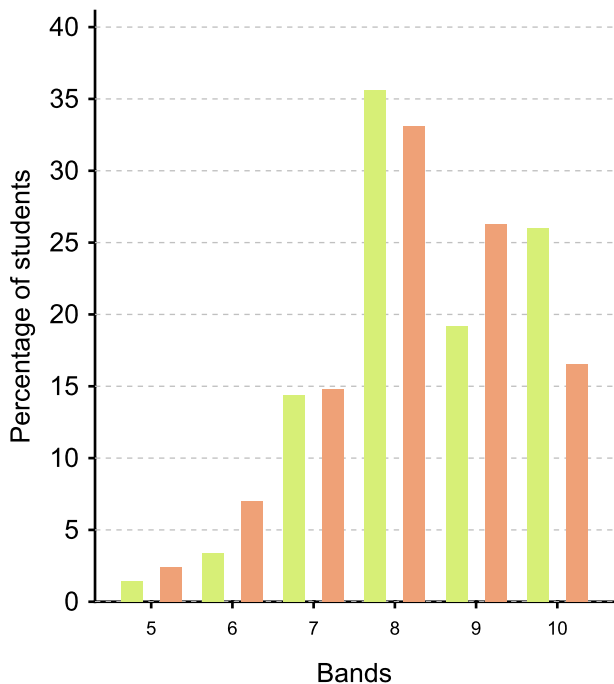


**Percentage in bands:**  
Year 9 Reading

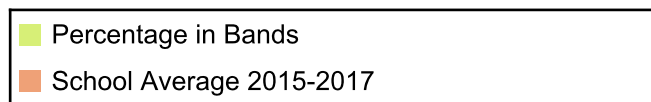
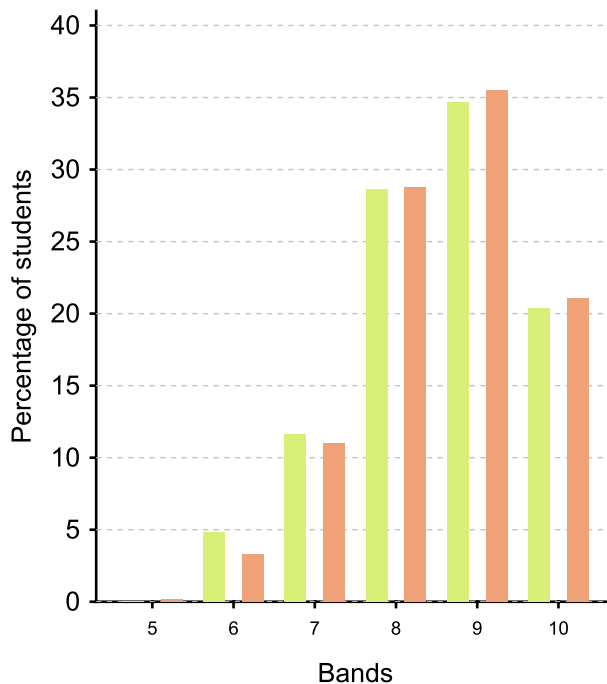




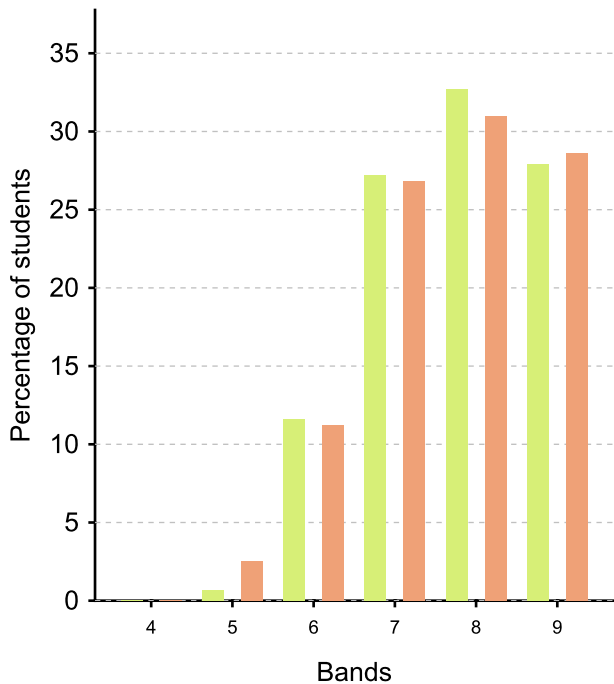
**Percentage in bands:**  
Year 9 Grammar & Punctuation



**Percentage in bands:**  
Year 9 Numeracy



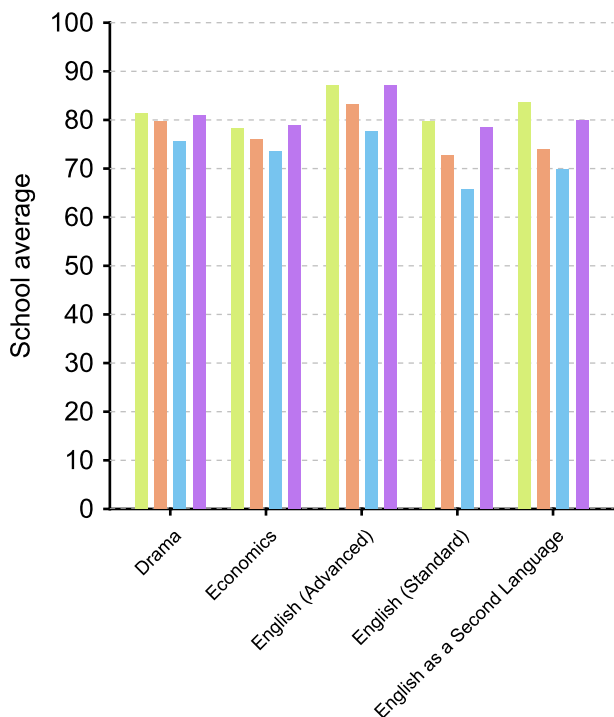
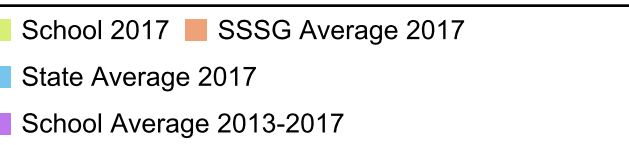
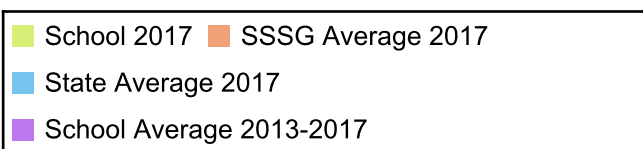
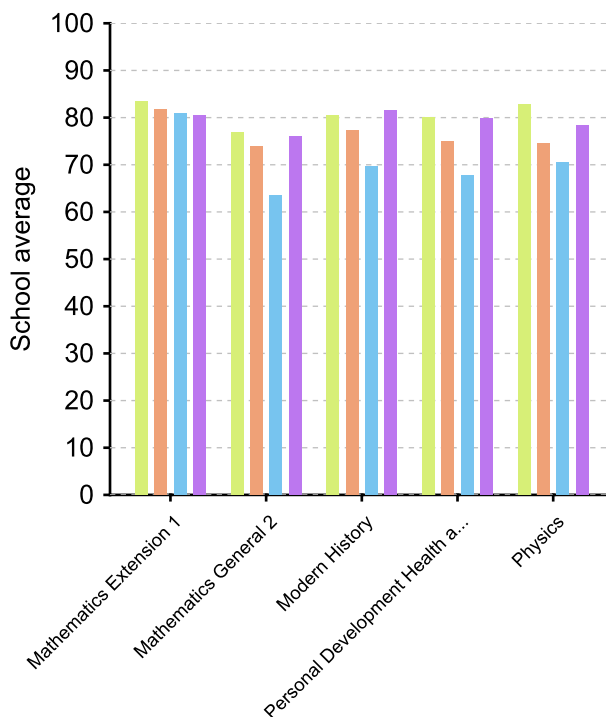
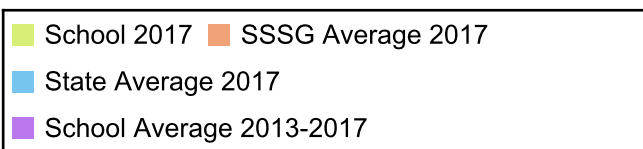
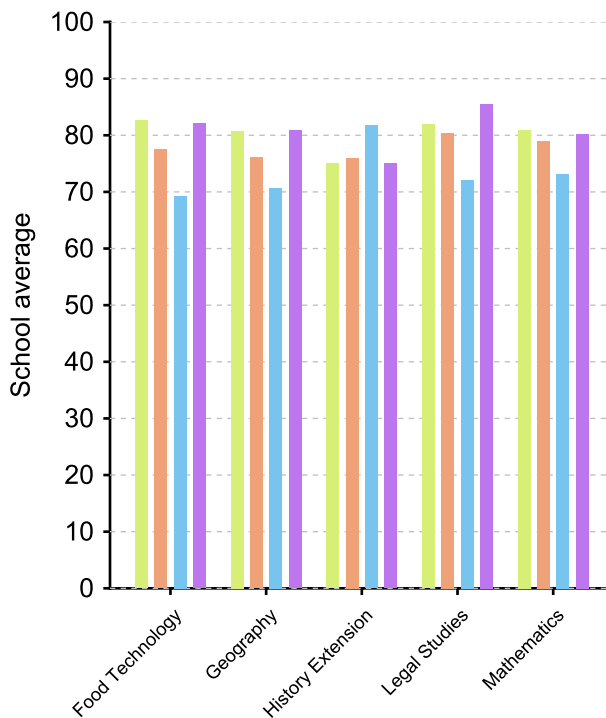
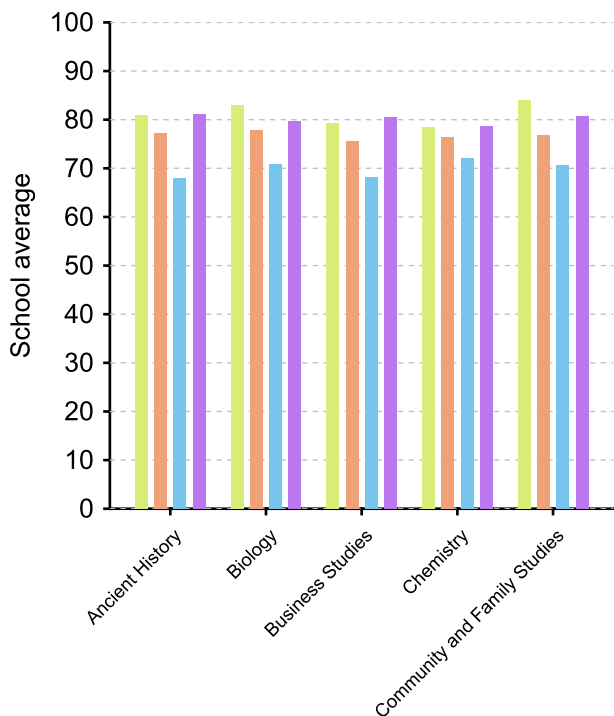
**Percentage in bands:**  
Year 7 Numeracy

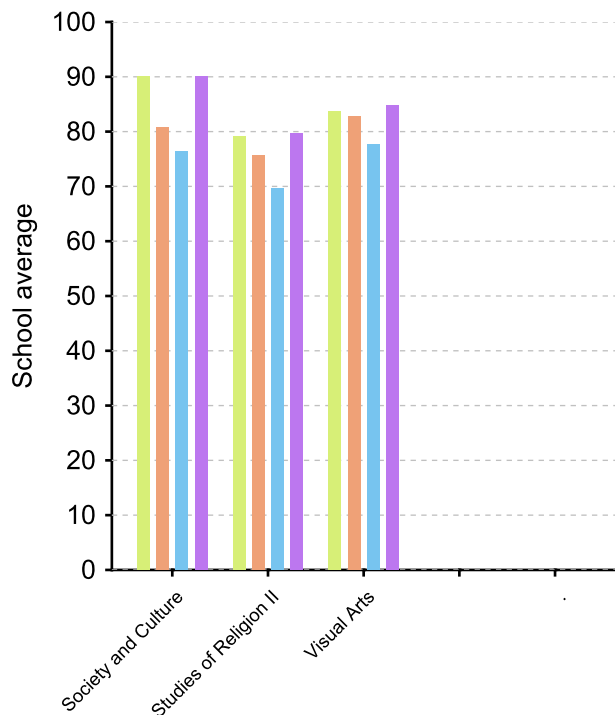


The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

## Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	81.0	77.1	68.1	81.0
Biology	83.0	77.9	70.9	79.7
Business Studies	79.3	75.5	68.2	80.6
Chemistry	78.4	76.4	72.1	78.6
Community and Family Studies	84.1	76.7	70.7	80.7
Drama	81.4	79.7	75.5	81.0
Economics	78.3	75.9	73.6	78.9
English (Advanced)	87.0	83.3	77.6	87.2
English (Standard)	79.7	72.7	65.6	78.4
English as a Second Language	83.5	73.9	69.7	79.8
Food Technology	82.6	77.5	69.3	82.1
Geography	80.8	76.1	70.7	80.8
History Extension	75.0	76.0	81.7	75.0
Legal Studies	81.9	80.4	72.1	85.5
Mathematics	80.9	79.0	73.2	80.2

Mathematics Extension 1	83.5	81.8	81.0	80.4
Mathematics General 2	76.9	74.0	63.6	76.0
Modern History	80.5	77.3	69.6	81.6
Personal Development Health and Physical Education	80.0	75.0	67.7	79.8
Physics	82.7	74.6	70.4	78.4
Society and Culture	90.1	80.8	76.4	90.1
Studies of Religion II	79.1	75.6	69.6	79.7
Visual Arts	83.7	82.8	77.7	84.7

The 2017 HSC results included:

185 mentions on the Distinguished Achievers Honour Roll for scoring 90 or more in a course

54 students, that is, 34% of students gained an ATAR of 90 or above.

2017 Year 12 DUX, Olivia Yu who attained the top ATAR with **99.9**, closely followed by her sister, Ophelia who achieved an ATAR of **99.85**.

Four students achieved placement in the top ten of a subject:

- 3rd place in the state in Community and Family Studies.
- 5th in Extension 2 English.
- 8th in English as a Second Language and
- 8th place in the state for Society and Culture.

Five students – achieved **All Rounder Awards** gaining a Band 6 (a mark greater than 90) for at least ten units of study.

Several students were nominated for the **2017 HSC showcases**:

- Four were nominated for *ArtExpress* (exhibition of outstanding Visual Arts works)
- Two for *Encore* (outstanding HSC music performances) – one for performance and one for composition
- Four were nominated for OnStage Drama performances, and
- Three students, including two in Year 11, were nominated for *CallBack* – outstanding HSC dance.

80% received first round University offers, with several of these students gaining advanced entry into their chosen courses.

Comparative data analysis graphs show that the within

school difference in achievement was in the small range for all subjects, demonstrating high levels of consistency in achievement across all subjects. The School versus State comparison places the School in the large positive range for all subject areas bar one (Languages), meaning the school was well above the State in achievement in these subjects.

## Policy requirements

### Aboriginal education

The Aboriginal Education Policy continues to be implemented with faculties incorporating relevant subject matter and appropriate teaching and learning strategies into their programs.

In Years 7–10 English, students read, view and write about texts created by Indigenous composers about the Aboriginal experience.

In Mathematics, students learnt to recognise different representations of maps in Aboriginal and Torres Strait Islanders culture and explore cultural sensitivities in regards to the collection of data for the census.

In Technology and Applied Studies, the Department of Education Aboriginal Education Policy was implemented through the study of food availability and selection, contemporary nutrition issues, Cultural Furnishings and Groups in Context. Students attended an excursion at the Botanical Gardens to deepen their knowledge of “bush tucker” run by their indigenous education team.

In Science, students learnt how Aboriginal and Torres Strait Islander peoples have developed and refined knowledge about the world through observation, making predictions, testing (trial and error) and responding to environmental factors within specific contexts. Students investigated natural disasters such as bushfires and developed an awareness of Aboriginal land management techniques in fire stick farming. Students investigated examples of Aboriginal and Torres Strait Islander peoples’ understanding of astronomy and the ways that traditional knowledge and western scientific knowledge can be complementary.

The Stage 4 History curriculum focused on developing student knowledge and understanding of the impact of colonisation on Aboriginal peoples and worldwide indigenous cultures. The Stage 5 History curriculum focuses on developing an understanding of the struggle for rights and freedoms of Aboriginal peoples in the 20th century.

Students studied Aboriginal perspectives through the new ACARA Geography syllabus implemented in 2017, particularly in units focused on landforms where they undertook a depth study on Uluru. In the new unit, Water and the World, students in Year 8 met with the local Aboriginal Heritage Officer during their fieldwork at Flat Rock Gully. In Year 10, Geography students worked with the Gibberagong Environmental Education Centre and local Aboriginal knowledge holders including Dave Lardner to develop resources around

the study of Coastal areas in Pittwater and learn the importance of consultation with local custodians in relation to development. Dave worked with students on site at Barrenjoey Headland to develop an awareness of Aboriginal connection to place. Legal Studies students explored the legal reforms arising out of native title and customary law in the Stage 6 curriculum. In Stage 6 Studies of Religion, students examined Aboriginal belief systems and looked at the changing perceptions of Aboriginal spirituality in modern Australia.

In PDHPE, students addressed Aboriginal perspectives through the study of health care, recreation and lifestyles in Years 7–10. The senior PDHPE curriculum included the close study of Closing the Gap initiatives and an emphasis on harmony, tolerance and an appreciation of diversity. In 2017, the Kadul Dance Group performed for PDHPE Year 7 classes. The performance was in two parts, the first focused on the music, dance and culture of the Torres Strait Islands, the second half focused on the music and dance of Aboriginal culture. In Stage 6 PDHPE, a new depth study was introduced examining equity issues for Aboriginal Health and in Year 9 a new cultural sports unit was introduced on indigenous games.

In Visual Arts, Aboriginal perspectives on their presentations of landscapes were explored in Year 11 with a depth study on the Central Australian artist Emily Karma Kngwarreye.

The Aboriginal acknowledgment of country continues to be a feature of all formal assemblies and the Aboriginal flag is flown each day, along with the Australian and NSW flags as an acknowledgement of respect to traditional owners.

In 2017, Willoughby GHS has continued to engage with the local community at AECG meetings and 2017 marked the third whole school celebration of NAIDOC week with faculties in Week 10 of Term 2 inviting guests from the community to meet with students and teachers planning lessons to emphasise the significant achievements of Aboriginal people. At the NAIDOC Week Assembly, students celebrated the theme “Languages Matter” and a guest speaker from the University of Sydney, Michelle Dickson, addressed students about her memories of Aboriginal language as a young person and the place of language in her culture. The Senior Vocal Ensemble sang an Aboriginal inspired song at the assembly.

Students who have identified as Aboriginal or Torres Strait Islanders were involved in the development of students’ personalised learning plans. This included input from the students, their parents and the Head Teacher Wellbeing. This process assisted students in helping achieve their learning goals.

In 2017, Mahlia Garay, an indigenous student, completed HSC Aboriginal Studies via distance education and achieved a Band 6. Mahlia was the first student to complete this course of study at Willoughby Girls High School.

### Multicultural and anti-racism education

In 2017 Willoughby Girls High School continued to be a proud example of tolerance and cultural diversity within the NSW Department of Education. The students at Willoughby, through their wide variety of linguistic and cultural backgrounds, cheerfully represent the multicultural diversity of modern Australia. Throughout 2017 the students of Willoughby Girls High School interacted on a daily basis with peers from a wide range of backgrounds, cultures and beliefs, all the while respecting individual differences and customs.

The annual cultural exchange with students and teachers from Sugunami-Ku, Japan, which has become a tradition at Willoughby, was continued in 2017. Willoughby students and members of the wider school community billeted the 19 Japanese students, who came to the school for five days. During their stay our Japanese visitors took part in English language and Australian Culture lessons each morning and then joined their Australian host students in regular classes each afternoon. As has been the case in previous years, the exchange was a wonderful learning experience for both the Australian and Japanese students.

The annual school Multicultural Day was a great success, with students being fully engaged in a variety of Multicultural themed activities. A selection of foods from all around the world was also offered to both staff and students. Many students and teachers dressed in the national costumes of various countries and a variety of games played by people around the world were introduced and were tried by many students and teachers on the day. In 2017 the format of Multicultural Day was changed. Instead of bringing in performers from outside the school, students spent the afternoon working in class groups, composing new lyrics to a number of popular Australian songs, so as to better reflect the diverse makeup of our nation.