

Willoughby Girls High School

Annual Report

2018



8159

Introduction

The Annual Report for **2018** 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

School contact details

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Message from the Principal

2018 has been another eventful year at our school. Here is a brief summary of some of the teaching and learning directions the school has been following throughout the year.

Our ongoing focus on Habits of Mind has continued as teachers develop their understanding of how these Habits can support student learning and wellbeing. Teaching and learning programs are continually evaluated and revised to ensure the Habits are addressed at times and in contexts to ensure greatest positive impact on students. It has been great to hear students increasingly use the language of Habits in their classroom conversations as they, too, understand how Habits such as persistence, thinking interdependently, listening with empathy and understanding and striving for accuracy, to name just a few, can assist them in their leaning and growth as well rounded citizens.

We have also continued our focus on ongoing assessment, or assessment *as and for* learning, as we encourage students and teachers to value the learning processes, including embracing the learning that comes from failure. We encourage students to take risks in their learning, so they can experiment with ideas and ways of doing without fear of poor marks. The extensive research which underpins this important direction, confirms that valuing learning over work, understanding over knowledge, deep learning over surface learning, and student independence over dependence, ensure students' outcomes are maximised. Central to these shifts in language and thinking is our encouragement of growth mind sets in students and teachers. Students and teachers need to believe that they can improve their learning outcomes through persistence, targeted effort and a willingness to meet challenges without fear of failure.

These directions, as outlined in our 2018-2020 School Plan, are challenging for us all, as we shift our thinking on what real learning looks like and understand that the only real failures are setbacks that we do not learn from. However, these challenges are exciting and it has been a great pleasure for me to observe teachers engaged in deep conversations about how to meet the learning needs of all students while balancing prescribed curriculum demands. I am also enjoying seeing students deeply involved in reflecting on their own learning and providing expert advice to peers on how to improve their writing, art making, performances and other visible learning objects. The increase in student engagement in 2018 has been most exciting.

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 take this opportunity to thank the staff, parents and students for their commitment to the school and ongoing trust and support for all we do here. I hope you enjoy your journey through the following pages which document the 2018 year at Willoughby Girls High School.

Message from the school community

WGHS P&C Association President's Report 2018

2018 has been another fabulous year for our school. We watch with growing excitement as the new build finally commences. Despite the short-term pain there will be fantastic new resources that future generations of Willoughby Girls will be able to use. Whilst we continue vociferously to advocate for our school's entitlements we look forward to the new facilities that the construction will bring. Many thanks to those parent representatives for continuing to support the school executive and broader project group in this regard.

The music program offers something for everyone; there are seven ensembles altogether, including choir. Even if you can't play the trombone or cello, you can join the percussion ensemble and play the triangle! The program produced a Gold and two Silvers at the NSW band festival and toured last year to Bathurst, playing in the Grand Arch at Jenolan Caves. Without scores of parent volunteers to hire conductors, coordinate rehearsals, purchase instruments, schedule performances, organise equipment transportation and fundraise/ plan for local and overseas tours there would simply be no program.

Willoughby Girls offers the widest range of sporting clubs outside school of any north shore public school. 225 girls play netball, representing almost one quarter of all students. Hockey covers indoor (summer) and field (winter) sports. Basketball and touch football round off the year-round sporting selection.

These extra curricular sporting and musical clubs also help to vertically integrate girls across year groups. By creating these opportunities for our girls we shine a spotlight on the school in the wider community. Thank you to each and every sports and music parent who has driven, fundraised, communicated, ordered, managed, volunteered, supported and cheerfully given up their time on behalf of their daughter and their school. And special thanks to all the members of the subcommittees who keep the whole thing rolling along - a thankless task at times I know but we thank you wholeheartedly nonetheless.

After numerous - forty plus years - of a parent run uniform shop, we finally took the decision this year to outsource the retail and operations to Noone Imagewear. A mammoth stocktake and transfer happened mid-year and they have been trading from their Artarmon warehouse smoothly ever since, to great feedback. Particular thanks to the suite of volunteers and parent representatives over the years.

Thanks to all the year group list keepers and other subcommittees in grants and social media and events - P&C could not operate without you. And to the members of the executive, past present and future, I say the biggest thank you and a huge welcome. We promise not to bite.

Finally, a cohesive parent body cannot function effectively if it is not in step with the school executive. At Willoughby I genuinely believe we have the perfect synergy between parents, staff and students which supports and sustains the school as a forward thinking and interesting learning environment.

Particular thanks to Liz Diprose for fostering this collaborative approach.

Looking forward to lots more in 2019.

Liz Foster, President - WGHS P&C

Message from the students

Student Representative Council

In 2018 the Student Representative Council engaged in several fundraising events. Students led several activities that promoted positive self-worth during Wellbeing Week and held a bake sale that raised over \$300 the Odd Socks Day. This charity aims to stamp out stigma associated with mental illness and the name, Odd Sock Day acknowledges that everyone and anyone can have a bad day.

In Term 1 the SRC also raised funds for the One Girl foundation. This foundation focuses on the education of young women in Africa and encourages women to pursue their dreams. With the assistance from the Year 8 students, the bake sale was highly successful, raising over \$300 for the charity. All members of the SRC and the school community enjoyed this event.

The SRC annual mufti day was also a great success. Willoughby's Got Talent showcased many of the school's talented musicians and performers, as well as two fun teacher acts. The day also included students and teachers dressing up in colourful mufti to the theme of "Future You". All proceeds gained through the raffles and tickets were donated to Bear Cottage which helps children who have serious illnesses in hospital.

As part of the SRC in 2018 Heba Ahmed represented the school at the Senior Leaders Luncheon hosted by Gladys Berejiklian at the NSW Parliament House. There students had the opportunity to ask Ms Berejiklian any questions about her day to day life and observed Question Time where they were given our first practical taste of the political world.

We wish our year 12 SRC members, Claire Wilson, Lalya Aoki, Jacinta Kumar, and Co-Leaders; Georgie Byrden, and Dishita Gupta a fond farewell, and thank them for their inspired leadership and vigorous endeavours in all the SRC projects of 2018

Heba Ahmed

Senior SRC Leader

Prefects

The prefects organised a successful International Women's Day assembly. Professor Hala Zreiqat, the head of biomedical engineering at University of Sydney spoke about the need for more women within the STEM field. She inspired the whole school and successfully encouraged more young females to consider Engineering as a career. A few days after she addressed our International Women's Day assembly, Professor Zreiqat was announced as the winner of the NSW Premier's Award for Woman of the Year. Our second speaker, Beth Suthers, a social worker, talked about the inequality and discrimination faced by women within her field of work. These speakers encouraged all of us to follow our passions and work towards overcoming the challenges we may face in the future due to our gender, in our bid for success and fulfilment.

This year, the prefects also took part in the "Do it in a Dress" campaign where we purchased school dresses from the charity organisation, "One Girl". All 14 prefects wore the dress for a week and conducted everyday activities in the dress to raise awareness for female education.

2018 Year 12 also conducted a very successful charities day, which was surely the highlight of the year. The theme "Childhood Tele" saw the Willy Wonka's, Teletubbies and The Wiggles of the school assemble to showcase our charities day spirit. Here, the class of 2018 demonstrated their excellent organisation skills in raising over \$13 000 for "The Cathy Freeman Foundation" which aims to achieve educational equity for Indigenous Australian children.

As the senior leaders of Willoughby Girls, prefects had the privilege of witnessing what has been a very progressive year. We worked first hand with our fellow Willoughby students and the SRC to deliver what would be an extremely memorable 12 months of smiles, laughter and comradery. We hope our legacy will remain at Willoughby Girls High School with the donation of the school gift: being school bubblers. We pride ourselves in the mateship we put on show in both the school, our external events and in our community. Our final hope is that we, as Willoughby women, will never forget our sisters and our second home being WGHS.

Shreya Sundararaghavan

School Captain

School background

School vision

At WGHS 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 and Prefect body. The school's culture promotes values essential for living in a caring, civil and just society, values such as cooperation, integrity, responsibility 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.

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.

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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. Our focus on teachers and students developing a deep understanding of Habits of Mind and their application in the learning process resulted in further improvement in student wellbeing and overall learning culture. The evaluation team determined that our school is still **staining 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 remaining two years of our school plan.

Teaching: the school continues to **excel** in Effective Classroom Practice and Teacher Learning and Development, and is **sustaining and growing** in Teacher Data Use and Skills, and Teachers' Engagement with Professional Standards. The school has made significant progress in Teacher Data Use and Skills, mainly through faculty professional learning days focused on analysing data that enabled teachers to 'know your students and know how they learn'. This also enabled teachers' deeper understanding of professional Teaching Standard 1 .

In the **Leading** domain, the school continues to **excel** in Educational Leadership, School Planning, Implementation and Reporting, and the Allocation and use of School Resources. The school while the school made improvements in Management Practices and Processes through the upgrading of the website, the employment of an executive assistant to support administrative processes and the introduction SchoolBytes to improve invoicing of parents, we determined to remain at **sustaining and growing** in this domain.

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.

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For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Engaging Learners for Success

Purpose

In schools that excel there is a culture of thinking, reflection and intelligent learning behaviours. The whole school community values all stages of the learning process as students and staff engage with challenge and work towards mastery. This enhances and is enhanced by innovative curriculum, self-motivation and wellbeing underpinned by Habits of Mind

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Stage 5 maintain 2 iSTEM classes - evaluation of student outcomes Project Based Learning is embedded in KLA programs, including cross-curricular Assessment - less summative tasks; less tasks overall but more opportunities for student - teacher and teacher - student feedback	\$1,126 (resources) and \$2,000 teacher release (iSTEAM) Faculty release days for programming \$25,000 (PBL & Assessment)	Two iSTEM classes (39 students) in Year 9 were successfully supported by Visual Design and Science teachers. the two classes, and their teachers, worked collaboratively with partner schools - Mosman, North Sydney Girls and Cammeraygal High Schools, enabling teachers to program together and students to showcase their products to a wide audience.. 26 students chose iSTEM for Year 9, 2019. Project Based Learning - Year 9 cross curricular project on Natural Disasters (Maths, Science, Geography) continued; Year 10 Science research project; Year 9 Writing Project (English); All KLAs have reduced the number of summative and formal assessment tasks, shifting the focus to opportunities for feedback and projects that involve deep learning, collaborative learning and reflection.



Strategic Direction 2

Inspiring and Engaging Teaching

Purpose

Highly effective teachers collaborate, innovate and engage students as individuals for lifelong learning. Our purpose is to improve and broaden pedagogy through collaborative practice. This involves observing, reflecting upon and refining teaching skills to enhance collective teacher efficacy. Evaluation of teaching and learning programs is data driven in order to make informed decisions and foster student practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased teacher confidence in the use of data to inform practice (surveys over 3 years)	\$19,500 - teacher release days	teachers valued this opportunity to learn about the 150+ students in their classes - early in the year. This enabled teachers to more effectively plan for student need in order to maximise learning growth.
Increased use of evidence informed pedagogy by teachers (VT, PBL, assessment as/ for learning etc)	teacher professional learning \$66,700	All teachers engaged enthusiastically in professional learning through School Development Days, Twilight sessions and monthly PL staff meetings. Visible Thinking routines, project based learning, formative assessment practices and Habits of Mind are embedded in all teaching programs (to varying degrees). Student engagement has improved
Increase in the number of teachers working towards and achieving Highly Accomplished Teacher	\$500 - teacher release	One teacher is almost ready to submit her documentation - this will occur on Semester 2, 2019. Two further candidates have attended sessions to start them on their accreditation journey and will likely submit last 2020.

Strategic Direction 3

Collaborative and Connected Partnerships

Purpose

In schools that excel, all members of the learning community are engaged in purposeful, collaborative partnerships that are committed to achieving ongoing whole school improvement. The school leadership team makes strategic use of relationships with teachers, students, parents / carers and the wider community to increase resilience and improve learning outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Interschool and intraschool collaboration - numbers involved, actions, impact on teacher & student learning	approx. \$5,000 teacher release	Increased connections with LNSCoS - iSTEAM, Science, Visual Art, PDHPE, Head teacher Administration.
Successful attendance at and feedback from parent information sessions.		
Increased level of student participation in student-led activities - measured through attendance data, TTFM feedback		48 students attended the annual Leadership Camp where leadership group roles were defined and purpose and direction for 2019 set.
Broad representation of staff (and students) on teams	NIL	Progress made in Term 4 when teams for 2019 were set - Learning Equity Team, Student Voice Team, Learning Support Team redefined.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$333,162 - 3.2 EALD teachers \$37,278 flexible funding - for programming, planning for co teaching	Increased effectiveness of co-teaching in classrooms with significant numbers of EALD students. Greater resource development by EALD teachers to assist subject teachers is supporting EALD students. Close analysis of EALD student achievement resulting in many students being moved off the Consolidating phase - resulting in more accurate student data
Low level adjustment for disability	\$62,160 - 0.6 LaST teacher (staffing) \$52,863 - 0.1 LaST teacher and 0.6 SLSO flexible funding	Through 'Know your students and know how they learn' faculty days, subject teachers accessed and analysed data available on students with PLPs and new Year 7 students' test data. The SLSO supported Year 7 & 8 students with high needs and provided feedback for teachers in how to improve access to the curriculum for these students.. EALD and LaST teachers provided coaching sessions for Year 10 students who did not reach minimum standards on their Year 9 NAPLAN, required for their HSC. All students achieved minimum standards by the end of 2018
Socio-economic background	\$16,000	funds used to provide some school uniforms, subject fees and excursion fees for a small number of students.
Support for beginning teachers	\$25,469	All beginning teachers in their second year (or more) of teaching achieved Proficient accreditation. First year beginning teachers engaged with LNSCoS beginning teacher days (one per term) as well as additional one day per term support and learning day at WGHS. Additional time was provided for marking student work, writing student reports and programming with colleagues.



Student information

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.

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	0	0	0	0
Girls	956	973	972	950

Student numbers were impacted in 2018 by the new Department catchment zone. Prior to 2018 Willoughby Girls High School did not have a designated zone, instead we enrolled students who lived closest to the school (determined by concentric circles from the school location) until all classes in the junior school were filled.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	96.5	97	97.1	96.2
8	95.9	95.9	95.8	96
9	94.8	95.7	94.5	95.1
10	93.5	94.2	94.6	94.9
11	92.4	93.4	94	93
12	93.7	94.2	94.8	93.3
All Years	94.5	95.1	95.1	94.7
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

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. Parents are notified by email if their daughter is absent from school. 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

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	1.4
Employment		0	0.7
TAFE entry	0	1.67	3.5
University Entry	0	0	83.3
Other	0	0	3.5
Unknown	0	0	7.6

35% of students achieved an ATAR of 90 or more. The top ATAR was 99.5.

Year 12 students undertaking vocational or trade training

Total of 19 students completing Vocational courses as part of their HSC (TAFE and SCHOOL delivered)

7 VET Students completing Hospitality - School Delivered

12 EVET/TVET 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

13.19% of total cohort undertaking a VET Course as part of their HSC

Year 12 students attaining HSC or equivalent vocational education qualification

Total - 144 Students

143 Received HSC Qualifications

99.3% of students

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.9
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	3.2
School Counsellor	1
School Administration and Support Staff	11.37
Other Positions	1

*Full Time Equivalent

There are no Aboriginal or Torres Strait Islander teachers or SAS staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

Four beginning teachers achieved their Proficient accreditation in 2018. Two beginning teachers were appointed in 2018 and have begun the accreditation process. All other teachers are accredited as Proficient by NESA according to the NSW Teaching Standards.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	827,318
Revenue	10,341,827
Appropriation	9,259,230
Sale of Goods and Services	52,978
Grants and Contributions	1,013,611
Gain and Loss	0
Other Revenue	2,380
Investment Income	13,628
Expenses	-10,255,621
Recurrent Expenses	-10,255,621
Employee Related	-8,805,942
Operating Expenses	-1,449,678
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	86,206
Balance Carried Forward	913,524

School finances are managed by the finance committee consisting of the principal, deputy principal, senior administration manager. Head teachers and the P&C are consulted as required when determining expenditure on subject priorities and additional student resources, such as upgrading classrooms.

in 2018 the school expended RAM funding in full, including paying for 1.2 teachers above the staffing allocation.

Accumulated funds are planned to be spent in 2019 on projects jointly funded by the Department of Education - air cooling of classrooms, upgrading the science laboratories, reorganising rooming within A Block. The order and amount of projects will be determined according to costs and the amount the P&C is able to assist with funds raised through their donations program. It is hoped that most surplus funds will be expended by end 2019 or early 2020.

Financial summary equity funding

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

	2018 Approved SBA (\$)
Base Total	8,364,508
Base Per Capita	187,916
Base Location	0
Other Base	8,176,592
Equity Total	502,872
Equity Aboriginal	945
Equity Socio economic	16,156
Equity Language	370,440
Equity Disability	115,331
Targeted Total	0
Other Total	108,845
Grand Total	8,976,225

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

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

School performance

NAPLAN

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

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

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

NAPLAN literacy results were generally consistent with previous years. However, our students completed the NAPLAN online test so comparing results with previous years is likely to be unreliable.

NAPLAN numeracy results are generally consistent with previous years. However, our students completed

the NAPLAN online test so comparing results with previous years is likely to be unreliable.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

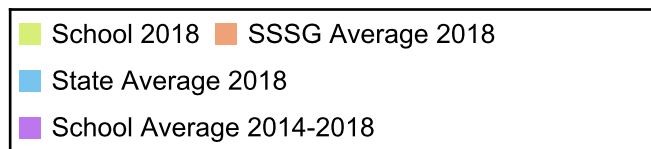
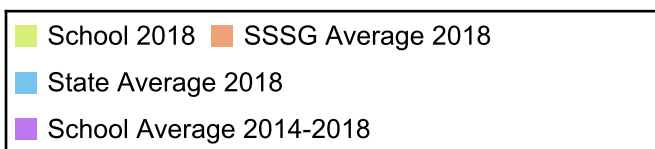
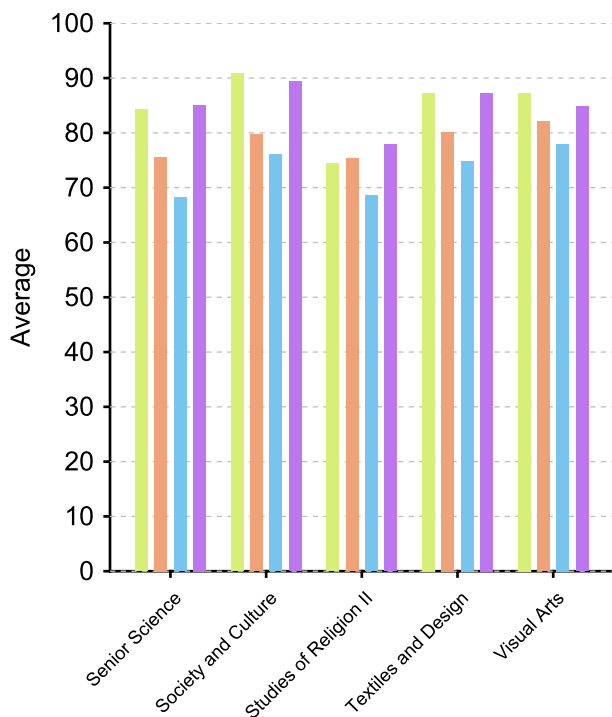
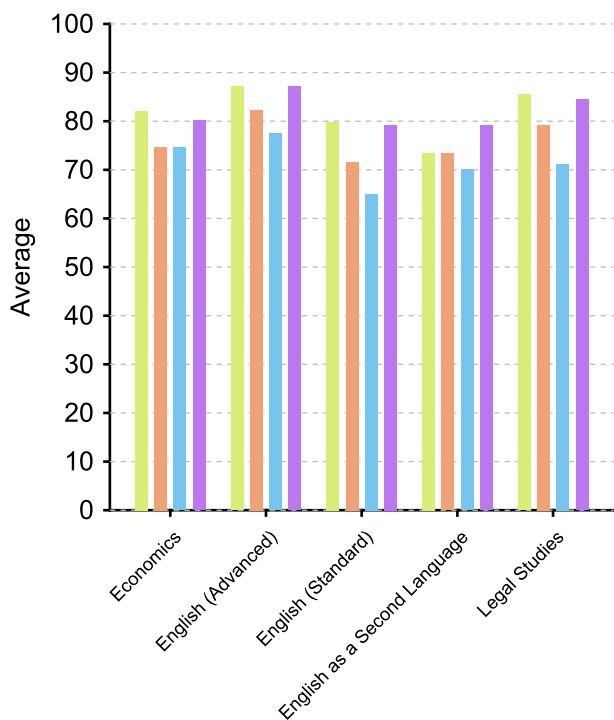
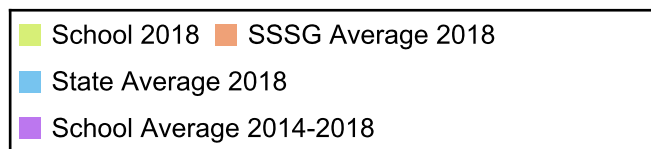
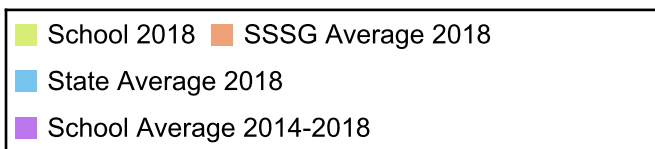
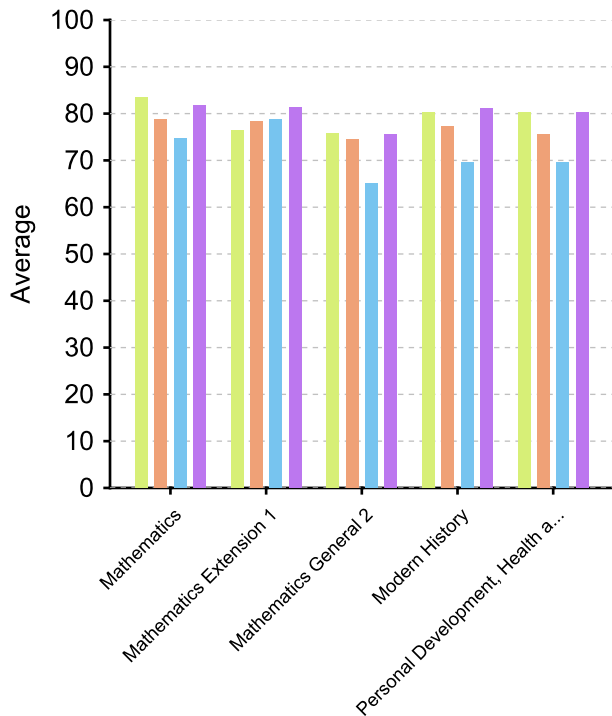
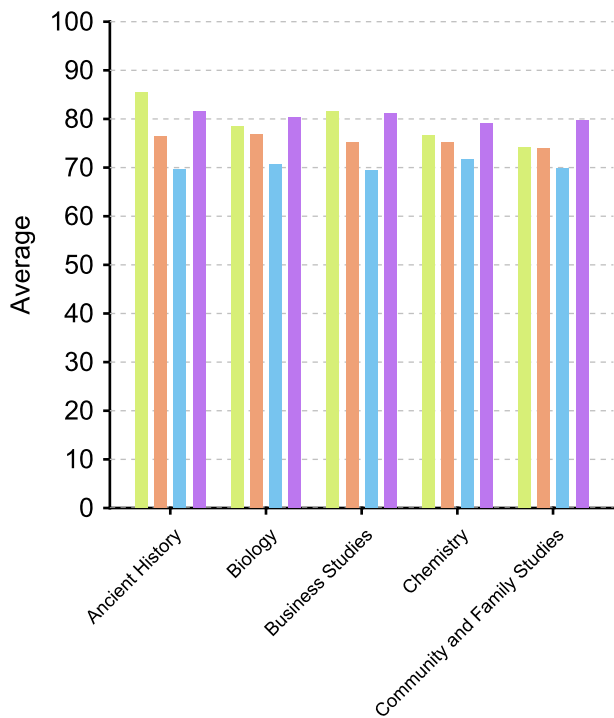
Year 7 students in the top two NAPLAN bands compared to 2017 results are: Reading 21% (increase of 1%); Writing 11% (decrease of 3%); Numeracy 28% (consistent with 2017 results)

Year 9 students in the top two NAPLAN bands are: Reading 45% (decrease of 5%); Writing 29% (decrease of 1%); Numeracy 57% (increase of 2%).

Our students completed the NAPLAN online test so comparing results with previous years is likely to be unreliable.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). The 2018 Cohort achieved a rank of 50 in the media league tables. The top ATAR was 99.0. All students who enrolled for the HSC achieved the HSC.



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Parent/caregiver, student, teacher satisfaction

Parents and carers were provided with the opportunity to undertake the Tell Them From Me parent survey in August 2018. From the 213 responses to the survey, most parents are generally happy with the school, however, some aspects of our communication and relationships with parents and carers require improvement. In contrast to schools across NSW, where quantified responses fall mainly between the 6.0 - 9.5 range with most scores bunched between 6.0 - 8.0, our parents/carers' responses were spread across the whole 0-10 range with a slight bunching around 5.5 - 6.5 in most questions. Compared to other schools across NSW, our parents are significantly less directly involved with the school, are less likely to help their daughters with homework and are not well informed by the school of their daughters' social and emotional development. However, parents are satisfied with the school's high academic and behaviour expectations and their preferred means of communication with the school is through informal meetings or email. Some of these results could be due to our deliberate policy of encouraging student responsibility for their learning and organisation by having students as the only point of access for parents to curriculum materials, assessment tasks, and other learning resources and information. Our parents/carers indicate their direct access to teachers (via phone or meetings) is limited. It is school policy to encourage students to work closely and directly with their teachers, and parents are always invited to contact the school office with any concerns they may have. Such concerns are followed up by the school's executive. Overall 80% of respondents would recommend the school to primary school parents; 94% agree that the school has a good reputation in the community and 70% are satisfied with the school's general communication (newsletters, email, website).



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. 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 8 of Term 2 inviting guests from the community to meet with

students and teachers planning lessons to emphasise the significant achievements of Aboriginal people. The Principal spoke at two whole school assemblies about the Uluru Statement from the Heart and about the importance of having a Aboriginal advisory voice to federal parliament.

Multicultural and anti-racism education

In 2018 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 2018 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 2018. 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.