

Willoughby Girls High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

Willoughby Girls High School

Mowbray Rd

Willoughby, 2068

www.willoughbg-h.schools.nsw.edu.au

willoughbg-h.school@det.nsw.edu.au

9958 4141

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

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

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

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

Improvement Measures

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

Overall summary of progress

Teachers have continued to work on embedding habits of Mind and Future Focused Learning strategies into their curriculum programs and lessons. professional Learning funds were used to provide time for teachers to do this collaboratively through School development Days and faculty professional learning days.

Progress towards achieving improvement measures

Process 1: Habits of Mind

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

Evaluation	Funds Expended (Resources)
This is an ongoing process and is progressing well. Students and teachers are increasingly familiar with the 16 Habits of Mind and can apply these in their daily teaching and learning practice.	Time is the main resource - funded through professional learning funds. Funding Sources: <ul style="list-style-type: none">Professional learning funds - total expended in Directions 1 & 2 (\$69593.00)

Process 2: Innovative and Engaging Curriculum

Implement challenging, relevant and engaging learning experiences with real world connections so that students are challenged and value what they learn, including (but not limited to):

- iSTEAM elective Stage 5
- Year 7 PBL
- Project Based Learning within subjects and across subjects as appropriate
- Authentic questions and rich assessment tasks

Evaluation	Funds Expended (Resources)
Successful - students and teachers remain enthusiastic about these courses. Students' capacity to ask questions continues to grow.	Teacher planning time - release days Funding Sources: <ul style="list-style-type: none">• professional learning - see above (\$0.00)

Progress towards achieving improvement measures

Process 3: Future Focused Learning

Explicitly teach students skills for engaging productively with the world within and beyond school, including skills for:

- Collaborative learning
- Critical thinking & Problem solving
- Self reflection
- Imagination
- Adaptability/ flexible thinking
- Peer and self-assessment
- Highly developed communication skills (written, oral and visual)
- ACARA General Capabilities

Evaluation	Funds Expended (Resources)
Successful. Teachers increasingly understand that Future Focused learning involves ongoing learning for all involved. Teachers are keen to learn new pedagogies and share their experiences across faculties. Increased focus on formative assessment still needs work.	Professional Learning funds and faculty release days. Funding Sources: <ul style="list-style-type: none">• Professional learning funds - see above (\$0.00)

Next Steps

The school will continue on these pathways as these learnings do not have an end point while ever teachers and students are growing in their understanding and enjoyment of learning.

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.

Improvement Measures

Increased teacher confidence in the use of data to inform practice (surveys over 3 years)

Increased use of evidence informed pedagogy by teachers (VT, PBL, assessment as/ for learning etc)

Increase in the number of teachers working towards and achieving Highly Accomplished Teacher

Overall summary of progress

These initiatives link closely with Strategies Direction 1 and continue to be applicable and successful in engaging students in meaningful learning.

Progress towards achieving improvement measures

Process 1: 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)

Evaluation	Funds Expended (Resources)
Successful - teachers continue to develop innovative and engaging lessons for students.	Professional learning funds; teacher release time

Process 2: 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)

Evaluation	Funds Expended (Resources)
Successful - collaborative practice is the norm at the school. Teachers enjoy and appreciate working together. Students benefit from a broader range of engaging lesson types.	professional Learning funds and release time

Process 3: 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.

Evaluation	Funds Expended (Resources)
Successful - teachers are using qualitative and quantitative data more	professional learning funds and

Progress towards achieving improvement measures

readily. Still some to learn but milestone for 2019 reached.

release days

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.

Improvement Measures

Interschool and intraschool collaboration - numbers involved, actions, impact on teacher & student learning
Successful attendance at and feedback from parent information sessions.
Increased level of student participation in student-led activities - measured through attendance data, TTFM feedback
Broad representation of staff (and students) on teams

Progress towards achieving improvement measures

Process 1: Engaging with parents:

Utilise range of communication methods with parents - social media, updated website, email, Sentral Portal as well as 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 experts and authentic audiences)

Evaluation	Funds Expended (Resources)
Delayed	N/A

Process 2: Teams leading improvement:

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, Lower North Shore Community of Schools (LNSCoS).

Evaluation	Funds Expended (Resources)
The team strategies worked well; student leadership is growing in strength and the LNSCoS continues to grow from strength to strength.	professional learning funds, teacher release time

Process 3: A sharing school community:

Engage with expertise 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

Evaluation	Funds Expended (Resources)
These programs and practices continue to grow.	Professional learning funds & teacher release time - see above

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>Teacher time and expertise provided by EALD teachers. Some teacher release time to up-skill and develop resources.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$242 758.00) 	<p>Successful - Annual data collection was accurate. students have been correctly identified in each of the four levels. EALD teachers provided expert support for students in classrooms and provided professional learning for classroom teachers of EALD students.</p>
Low level adjustment for disability	<p>0.6 staffing and \$52,863 flexible funding used to employ a SLSO for 25 hours per week and additional support for special provisions students.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$116 893.00) 	<p>partially successful. The SLSO was very successful but only having a LaST for 0.7 is not adequate - this will be amended for 2020 by employing additional staff in this area.</p>
Socio-economic background	<p>Equity funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$16 728.00) 	<p>Successful although some students are reluctant to identify as requiring funding support. We have developed improved systems to ensure no students miss out on excursions or elective because of inability to pay.</p>
Support for beginning teachers	<p>Beginning teachers funds, teacher release, support provided by more experienced teachers.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$130 297.00) 	<p>Very successful - all beginning Teachers achieved accreditation within the two year time frame.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	0	0	0	0
Girls	973	972	950	961

Student attendance profile

School				
Year	2016	2017	2018	2019
7	97	97.1	96.2	95.9
8	95.9	95.8	96	93.9
9	95.7	94.5	95.1	93.5
10	94.2	94.6	94.9	94.3
11	93.4	94	93	93.8
12	94.2	94.8	93.3	94.2
All Years	95.1	95.1	94.7	94.3
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0.66	1.17
Employment	0	0	1.77
TAFE entry	1.3	0.66	2.95
University Entry	0	0	88.22
Other	0	0	0
Unknown	0	0	5.89

34% of students achieved an ATAR of 90 or more. The top ATAR was 98.65.

Year 12 students undertaking vocational or trade training

6.90% of Year 12 students at Willoughby Girls High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

Total HSC Year = 170 Students

Students Non ATAR Pathway = 2

Pathways Program = 1 student

Received HSC Qualifications = 169

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46.5
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	11.37
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

The majority of professional learning at Willoughby Girls High School involves sharing of expertise among staff either as a whole teaching staff or within faculties. The learning Equity Team trained in differentiation strategies and have shared this learning with colleagues in a structured way through presentations and follow-up classroom observations for feedback and improvement. School Development Days involve a whole staff learning and / or sharing session, cross faculty immersion and faculty focus on the new learning - using faculty time to build new learning into programs.

Financial information

Financial summary

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

	2019 Actual (\$)
Opening Balance	913,524
Revenue	10,546,206
Appropriation	9,491,670
Sale of Goods and Services	47,234
Grants and contributions	992,512
Investment income	11,459
Other revenue	3,333
Expenses	-10,297,339
Employee related	-9,102,056
Operating expenses	-1,195,283
Surplus / deficit for the year	248,868

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

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	377,043
Equity - Aboriginal	0
Equity - Socio-economic	16,728
Equity - Language	242,758
Equity - Disability	117,557
Base Total	8,543,668
Base - Per Capita	222,812
Base - Location	0
Base - Other	8,320,856
Other Total	382,044
Grand Total	9,302,756

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

School performance - NAPLAN

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

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

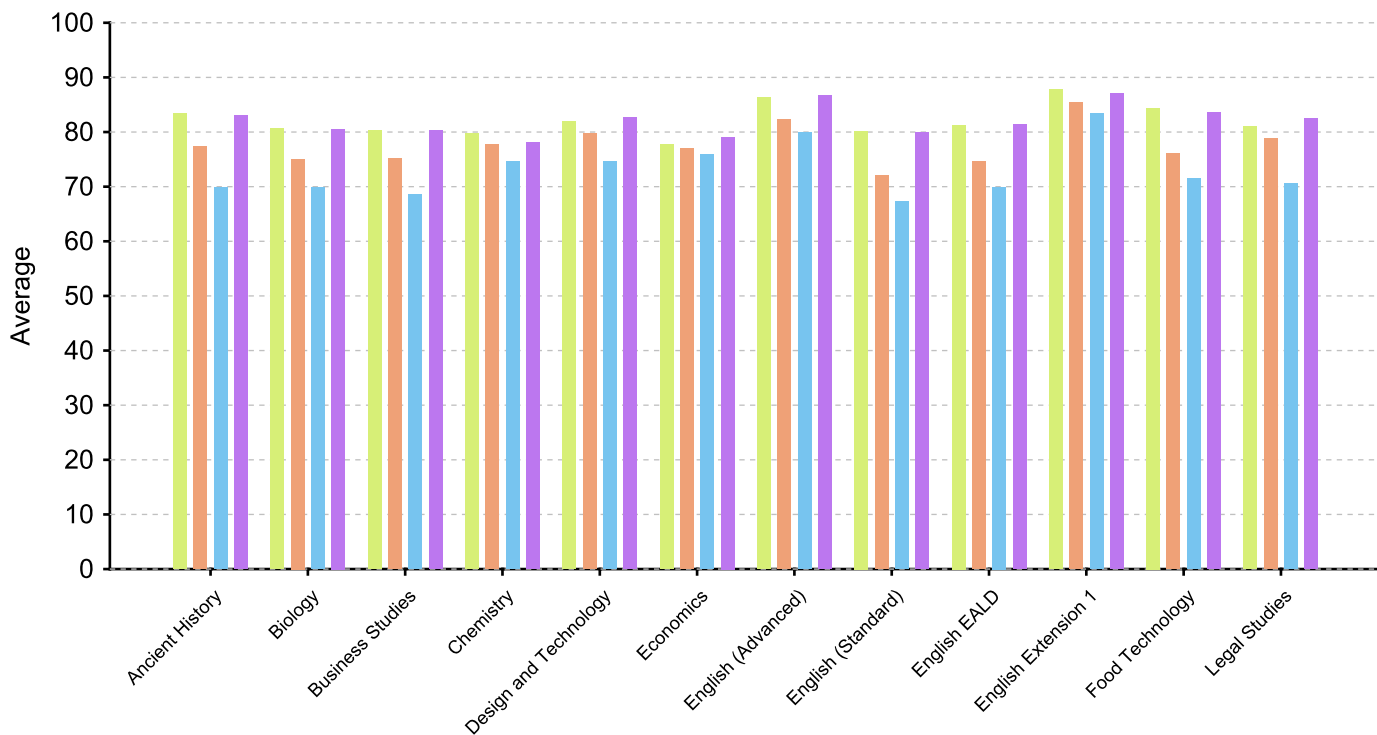
NAPLAN Online

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

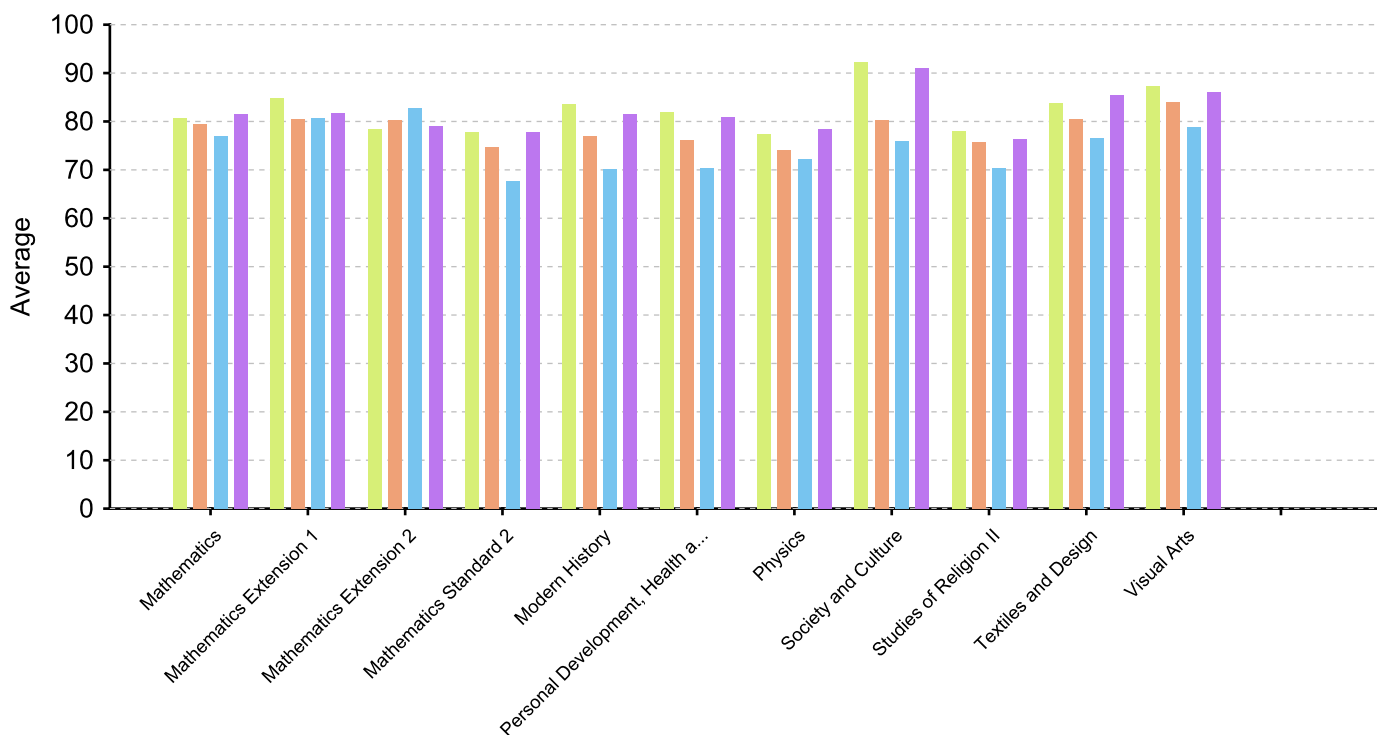
School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (light blue), School Average 2015-2019 (purple)



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (light blue), School Average 2015-2019 (purple)

Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	83.4	77.4	69.9	83.0
Biology	80.6	75.1	69.9	80.6
Business Studies	80.3	75.1	68.6	80.3
Chemistry	79.7	77.7	74.7	78.2
Design and Technology	81.9	79.7	74.5	82.6
Economics	77.7	77.1	75.9	79.1
English (Advanced)	86.3	82.3	80.0	86.7
English (Standard)	80.2	72.0	67.3	79.9
English EALD	81.3	74.6	70.0	81.3
English Extension 1	87.8	85.4	83.4	87.1
Food Technology	84.4	76.1	71.4	83.5
Legal Studies	81.0	78.8	70.6	82.6
Mathematics	80.6	79.4	76.9	81.6
Mathematics Extension 1	84.8	80.5	80.6	81.6
Mathematics Extension 2	78.5	80.4	82.7	79.0
Mathematics Standard 2	77.8	74.6	67.7	77.8
Modern History	83.5	76.9	70.2	81.4
Personal Development, Health and Physical Education	81.9	76.1	70.5	80.9
Physics	77.3	74.2	72.1	78.5
Society and Culture	92.2	80.4	75.9	91.0
Studies of Religion II	78.0	75.8	70.4	76.4
Textiles and Design	83.7	80.5	76.6	85.4
Visual Arts	87.3	84.1	78.8	86.0

Parent/caregiver, student, teacher satisfaction

our usual method of gathering feedback from parents and students is via the Tell Them From Me annual survey. however, we did not complete the survey for the 2019 school year due to the many disruptions we experienced at the end of 2019 (a student death) and early 2020 (another student death) then the COVID-19 situation. However, our student attendance data, their regular submitting of learning products and their engagement in class suggest that they are generally happy at school, and with the opportunities and support we provide for them. Large numbers of parents engaged in the various of parent activities we held last year - year 7 welcome night run by Year 8 parents, annual presentation day, Year 12 Graduation, Year 8 and year 10 subject selection nights and parent teacher interviews. We often receive complimentary emails from parents. Teachers are generally happy with the school operations - are actively engaged in professional learning, have many opportunities to voice their opinions through faculty and staff meetings and the senior executive operates an open door policy. Staff willingly volunteer for working in teams around the school - professional learning, learning equity, wellbeing etc.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

All faculties embed Aboriginal and Torres Strait Islander content and cultural understandings into their curriculum teaching and learning programs. NAIDOC week and Sorry Day are celebrated within the school through curriculum experiences and Aboriginal musicians and dancers performing and explaining cultural significance to students. these performances are usually interactive.

Anti-Racism Policy

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

Anti-racism is integrated into teaching and learning programs across the curriculum. Developing an understanding of the value of a non-racist, multicultural society is celebrated through Multicultural Day as well as our school's vision and daily practices of inclusion and appreciation of diversity.

Multicultural Education Policy

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

Developing an understanding of the value of a non-racist, multicultural society is celebrated through Multicultural Day as well as our school's vision and daily practices of inclusion and appreciation of diversity.