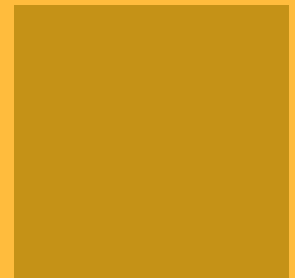


Willoughby Girls High School Annual School Report 2013



School context

Founded in 1934, Willoughby Girls High School enjoys a strong reputation for high standards in scholarship, evident in the very high proportion of HSC graduates who progress to university studies. The majority of students reside within close proximity to the school and parents are very supportive.

Of the 930 girls enrolled in 2013, approximately 55% are from non-English speaking backgrounds. The school has been placed among the top five comprehensive government schools in the HSC for the past five years, achieving first place in 2012 and fifth place in 2013. Students enjoy a focused, harmonious learning environment with outstanding teachers and a broad, challenging curriculum.

Within this academic environment students are encouraged to engage in leadership opportunities and co-curricular activities such as music ensembles, dance and drama groups, weekend and after school sporting teams and the Duke of Edinburgh Award Scheme.

An effective support system, responsive to student needs, along with clear discipline policies and a defined uniform code, creates a safe, fair and well-ordered school environment. The school has a purposeful but friendly feel with students from a wide variety of cultural backgrounds learning together and supporting each other.

Principal's message

2013 has been a year of change at Willoughby Girls High School. The most noticeable of these is the addition of 15 new interactive whiteboards and the refurbishment of five classrooms. The majority of this upgrade was funded by the P&C from parent donations.

I thank our parents, particularly those who are active on the P&C. These parents spend many hours managing the music ensembles, organising and coaching the several weekend sporting teams, maintaining the school gardens, securing grants from a range of sources and for a range of purposes, and providing funds for learning resources for students.

The library refurbishment has resulted in a more spacious and inviting environment for the girls' reading, research and private study. This upgrade was financed from school funds but is linked

closely to a bequest from a former teacher librarian, Ms Nell Mackie, who dedicated much of her working life to Willoughby Girls.

A significant achievement in 2013 is the further increase in student leadership opportunities through refining the prefect and SRC selection and election processes and encouraging the girls to attend community functions such as International Women's Day Breakfast, which all prefects attended this year. Senior students also attended the Telstra Businesswoman of the Year awards, leadership workshops at Parliament House, and the recent leadership training day was attended by all members of the 2014 SRC.

Leadership capacity among our students is strong and deep, as evidenced by their organisation of a number of whole school fundraising events for a range of charities. The newly formed Social Justice Committee, which focuses on supporting Amnesty campaigns, organised home room groups to send greeting cards to asylum seekers in detention in Australia and on Manus Island. The social justice committee is a voluntary group which began this term and comprises over 70 students.

I attended some of the performances of our various music ensembles, two such performances being part of the NSW Public Schools concert series at the Opera House, but the musical highlight was the music spectacular held at the school in December. Other events where students demonstrated their outstanding talents were the various drama evenings, the school production of Annie and the annual Visual Art exhibition. There are a lot of talented students at this school and I thank them for so willingly sharing their talents and creativity with us throughout the year.

I wish to especially acknowledge and thank the outstanding contribution that our recent P&C past president, Mrs Steph Croft, has made to our school and to public education across the state. Mrs Croft's contribution to the community was recognised earlier this year at the North Sydney Community Awards where she received the award of Citizen of the Year.

Congratulations to Mr David Martz, retiring Head Teacher Social Science on an outstanding career serving the students in NSW Public Schools. Mr Martz led the very successful Social Science faculty at Willoughby Girls High School for 13

years and will be greatly missed by staff and students.

The achievements of our school do not happen overnight, nor are they the result of one person's work. In my first year as principal of Willoughby Girls High School I have observed that the school's great success is because of a synergy of several factors: excellent students who are focused on learning, and who are respectful and proud of their school; outstanding and committed teachers who are professional in every regard and who have the interests of the students' social, intellectual and emotional growth at the centre of their work; and supportive and caring parents who maintain strong links with the school.

I feel very privileged to be principal of such a wonderful school and congratulate all who contribute to the school's outstanding reputation as a leader in girls' education.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Ms Elizabeth Diprose

P & C message

We have had a truly amazing year! Our WGHS P&C is active, and continues to provide excellent sporting, music and leadership opportunities for the girls, as well as a Uniform Shop and considerable funding for technology, resources and capital works for the school and students.

This year the P&C has used the general and building fund donations from parents to update class rooms, provide technology including interactive white boards and data projectors for classrooms, to provide the large screen and other technology into the Hall, to upgrade a number of class rooms, and to renovate the uniform shop and hall kitchen. I encourage all parents to make their voluntary P&C general and building fund donations as they make a big difference to the facilities, technology, and learning programs for your daughters.

As a result of extensive P&C campaigning, and the strong support of our local Member, The Hon. Gladys Berejiklian, there is a new pedestrian safety fence outside the School, one of the properties adjoining the school was acquired, so

the girls finally have sports change rooms, and a Community Grant she provided resulted in our hall having a much needed upgrade. Greatly appreciated grants were also received from Chatswood RSL for musical instruments and North Sydney Leagues Club and the Commonwealth Bank for Duke of Edinburgh Program equipment.

Our four P&C sports clubs (Netball, Hockey, Touch Football, and Basketball) continue to grow and provide wonderful social, sporting, coaching, refereeing and leadership opportunities for the girls. On the North Shore there are only a small number of public high schools that have extra curricular sports clubs, and ours enjoy high participation rates with more than 250 students involved. The P&C Music Program has 4 ensembles, including Intermediate and Senior Concert Bands, a Chamber Ensemble and Stage Ensemble, and participation rates continue to grow, with over 120 students involved in 2013. These clubs and programs build community within the school.

The annual Year 7 Welcome Evening was a great success. A number of year groups held social evenings for parents. Parent Representatives also assisted the school by sitting on interview panels for new staff when needed and through gardening and grounds working bees. A big thank you to all those parents, teachers and students who have contributed their valuable time, efforts and enthusiasm to P&C and its various programs, and made donations to the P&C General and Building Funds. Together we have been able to achieve a great deal during 2013!

Mrs Steph Croft
Willoughby Girls High School P&C President

Student representatives' messages

Prefect report

2013 was another successful year for the prefect body. The first task assigned to the prefect body was to plan and set up the Year 12 farewell luncheon. The theme was Willoughby Royalty and the afternoon was thoroughly enjoyed by all.

On April 25 several prefects represented the school by attending the Martin Place Anzac Day Dawn Service in full school uniform. Another prefect, Rhiannon Baker and I were invited to speak at the Laurelbank Masonic Centre's Anzac Day Service about our time visiting WW1 and

WW2 sites during our trip to Europe. As thanks for our contribution we were presented with the NSW Police 150th Anniversary Book which is available for all students to access in the History Faculty.

The prefect body hosted an afternoon tea attended by other prefects from local schools. The afternoon tea was a great way to socialise with other prefects and compare and discuss ideas and plans being implemented at their own schools. March 8 was International Women's Day and Ms Diprose, Vice-Captain Leila Bowe and I had the privilege of attending the annual International Women's Day Breakfast at the Sydney Convention Centre. The theme of International Women's Day was "A promise is a promise: Time for action to end violence against women" and was particularly important as Willoughby is an all girls school. Eight prefects represented the school by attending Willoughby City Council's International Women's Day Breakfast.

In term 2, under the leadership of the prefects, Year 12 hosted Willoughby Girl's annual Charities Day. The charity Year 12 elected to support this year was the White Ribbon Foundation, which tied in with the International Women's Day theme of ending violence against women. Year 12 operated food stalls and games which were attended by students and teachers. The theme for the day was My Worst Nightmare. Afternoon entertainment was provided by a comic illusionist named Pip, who had the entire audience in stitches for an hour. \$8191.86 was raised and beat all records set by previous years. The cheque was presented to a representative of the White Ribbon Foundation at a special assembly, where she spoke of the importance of White Ribbon's work.



As School Captain, I had the privilege to attend both the Secondary School Student Leadership

Program and the Secondary School Leaders' Luncheon hosted by the Hon. Gladys Berejiklian, both held at NSW Parliament House. The events were a wonderful opportunity to meet with other school leaders and prominent figures in our community such as NSW Governor, Marie Bashir. All in all 2013 was a very successful year.

Alexandra Satz School Captain 2012-2013

Student representative Council report

2013 has seen a more active involvement in the Student Representative Council. It has been a great year for students to become involved in the school community and present fresh and innovative ideas to improve the school in a variety of ways. The SRC has also enabled students to experience the opportunity for effective collaboration amongst students from each homeroom across Years 7 to 12, mostly regarding issues affecting the students attending the school.

Throughout the year, SRC members have remained committed to their responsibilities in collecting paper waste for recycling, successfully supporting the ongoing recycling program which was introduced in mid-2012. The SRC will continue this recycling scheme in order to promote long-term sustainable, ecological and environmentally friendly practices around the school.

On August 16, the SRC collectively coordinated and ran the SRC Mufti Day where students were motivated to dress-up to the theme of Stereotypes. All money collected from guessing competitions and the successful hot-dog sales during lunch on the day was donated to Youth Off the Streets. This charity was selected as SRC members wished to provide profound support for the growing numbers of youths aged between 12-21 facing the challenges of homelessness, drug and alcohol dependency, neglect and abuse in addition to exclusion from school.

September 3 marked the 112th anniversary of the Australian flag first being flown, known as National Flag Day. SRC members from Years 10 to 12 attended an early morning service which was held on the front lawn to conduct Willoughby Girls' first ever National Flag Day ceremony. Our Australian flag held outstretched and parallel to the ground symbolised the contributions of past and current generations and of the inheritance

that would be passed to future generations. Students then recited the Flag Promise as part of honoring our country and the acknowledgement of the flag's symbolic importance in uniting Australia. The arrangement of the ceremony was intended to encourage the appreciation and acceptance of Australian citizenship and to demonstrate the equal ownership of the flag as belonging to everyone across the nation despite differences in nationality, ethnicity, religious beliefs and age.

Multicultural Day, another momentous event involving the entire Student Council took place on December 6. The SRC put a great deal of effort into the organisation of this occasion as it was a day associated with the acceptance, promotion and recognition of many different cultures, values, principles and traditions present in our own diverse school community. Ultimately the day focused on multiculturalism being all about giving every individual the right to express their own culture and integrate it into Australian society. Years 7 and 8 ran an American Candy Bar with members in Years 9 and 10 in charge of various pizza stalls set up around the school grounds, whilst other SRC members also helped to serve at the sausage sizzle. The cultural costume parade, which enabled students to display the many traditional garments of numerous cultures, also added to the general entertainment of the day. Multicultural Day was great success.



Fortnightly meetings have allowed for continual cooperation and collaboration within the SRC and through these processes many new relationships have been formed. As a result of this strong interaction among students, the SRC continues to work towards the goal of responding to issues in an enthusiastic and positive manner to ensure that the best interests of all the students and staff at the school are considered as well as to

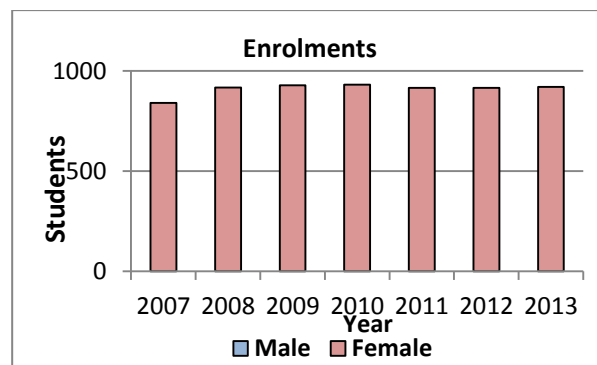
bring about significant improvements to the school environment

Rachel Yoo
SRC President

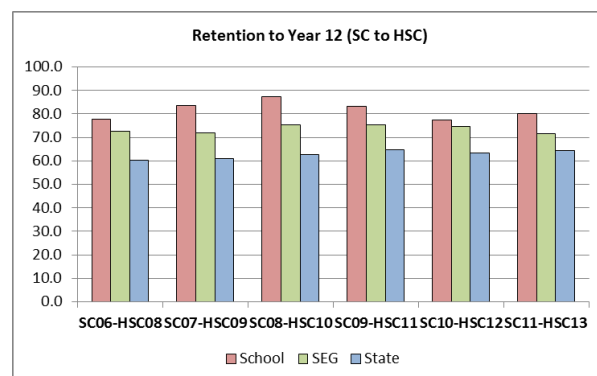
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

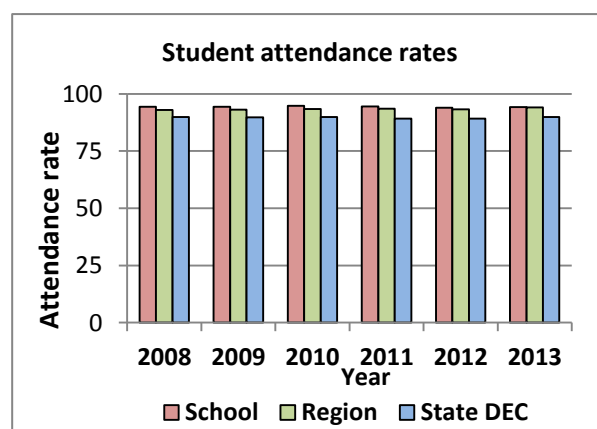
Student enrolment profile



Student retention to Year 12



Student attendance profile



Management of non-attendance

Assistant Year Advisers monitor daily student rolls and follow up absences with students and their parents where necessary on a regular basis.

Letters are sent home twice each term alerting parents to unexplained absences. Assistant Year Advisers meet fortnightly to manage absences in a proactive and coherent manner. Any cases of suspected truancy are referred to the Deputy Principal for follow-up in accordance with the School Discipline Policy. Cases involving welfare concerns are referred to the Year Adviser and Head Teacher Welfare. For students whose attendance is below standard, an email is sent to parents, alerting them immediately to their daughter's absence from school.

Post-school destinations

Of the 2013 Year 12 cohort, 90% were offered places in full-time study at an Australian university; 9% accepted a place in full-time study at TAFE or private provider, or combined study with traineeships or apprenticeships; and 1% returned overseas.

Year 12 students undertaking vocational or trade training

From the 2013 Year 12 cohort, 21% of students undertook vocational training and were awarded a minimum AQF Statement of Attainment towards a Certificate II or III, in addition to an HSC.

Year 12 students attaining HSC or equivalent Vocational educational qualification

Of the Year 12 cohort of 142 students who sat the HSC, 142 gained their HSC.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teachers	10
Classroom Teacher(s)	46.2
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	3.2
School Counsellor	1
School Administrative & Support Staff	10.372

Total	75.472
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The Aboriginal composition of the school workforce is 0%.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	11
NSW Institute of Teachers Accreditation	14

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2013
Income	\$
Balance brought forward	856531.00
Global funds	592606.00
Tied funds	140262.00
School & community sources	808300.00
Interest	35085.00
Trust receipts	131626.00
Canteen	0.00
Total income	2564410.00
Expenditure	
Teaching & learning	
Key learning areas	144274.00
Excursions	170827.00
Extracurricular dissections	253001.00
Library	19326.00
Training & development	978.00
Tied funds	182898.00
Casual relief teachers	114991.00
Administration & office	313920.00
School-operated canteen	0.00
Utilities	157695.00
Maintenance	52468.00
Trust accounts	134495.00
Capital programs	203105.00
Total expenditure	1747978.00
Balance carried forward	816432.00

A full copy of the school's 2013 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

NAPLAN

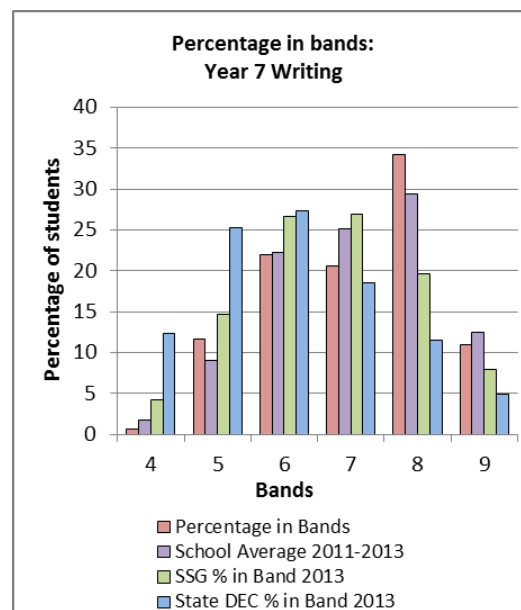
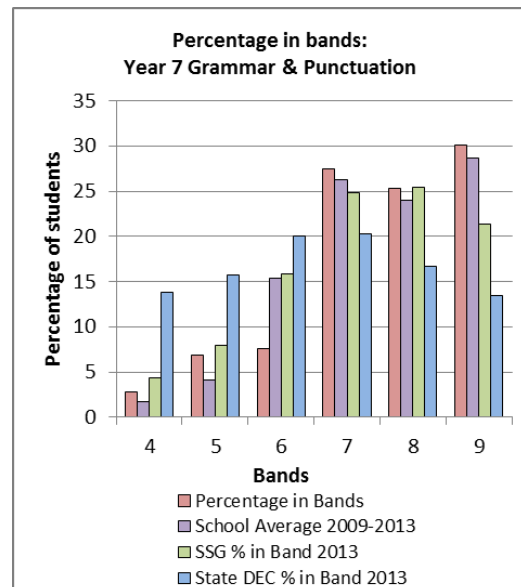
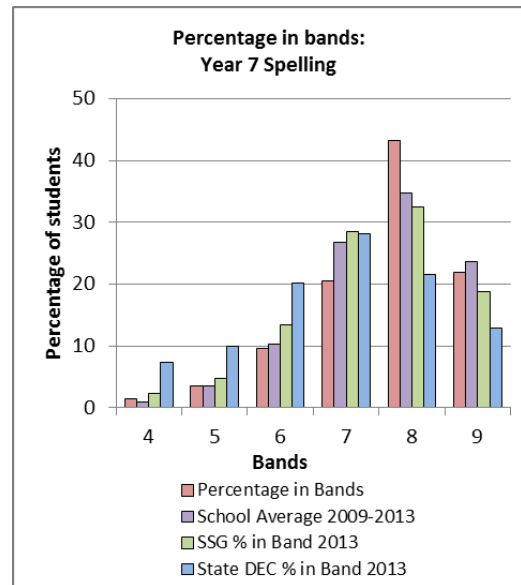
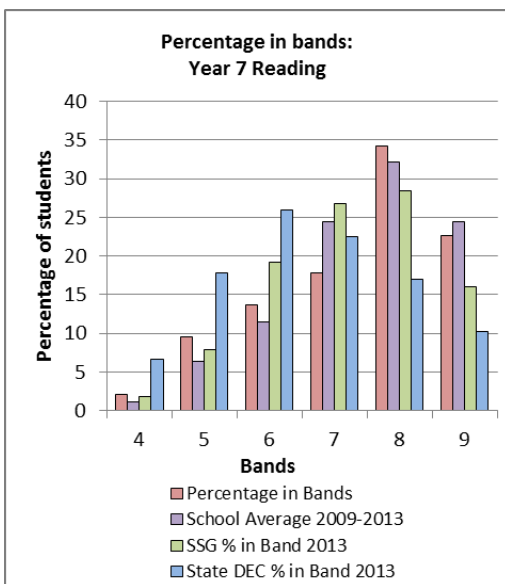
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

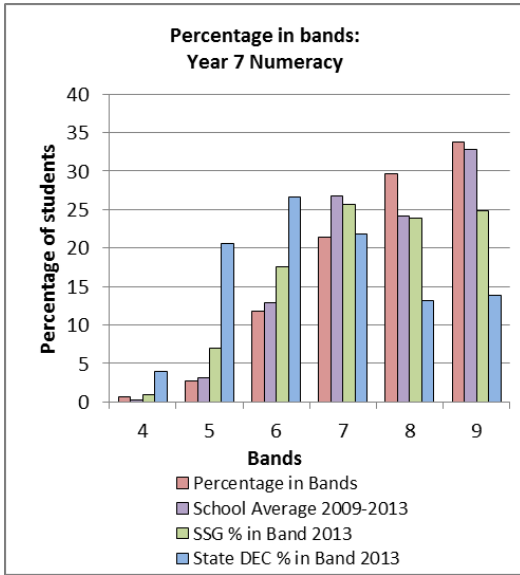
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

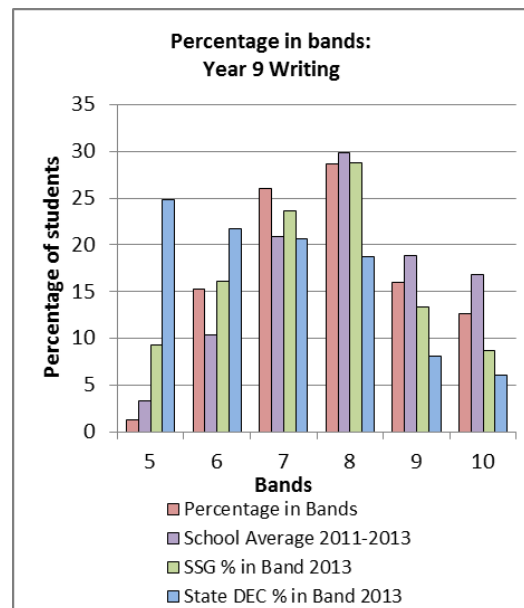
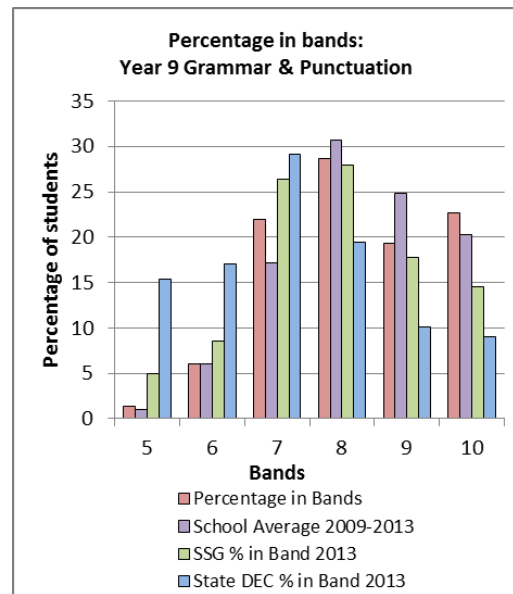
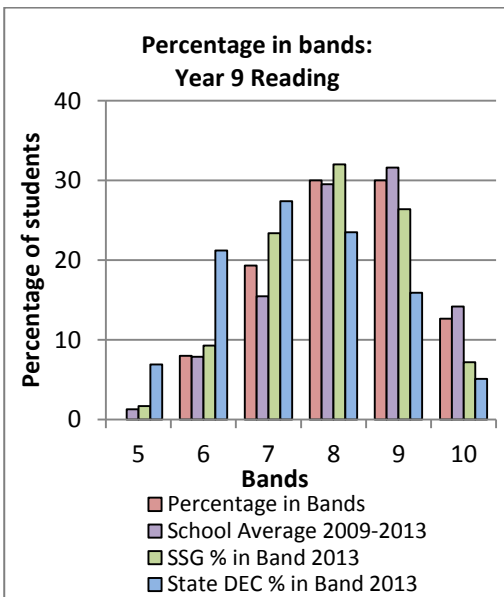
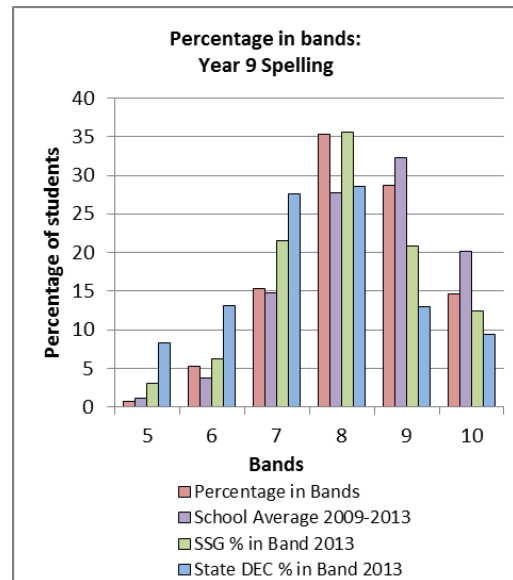
NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



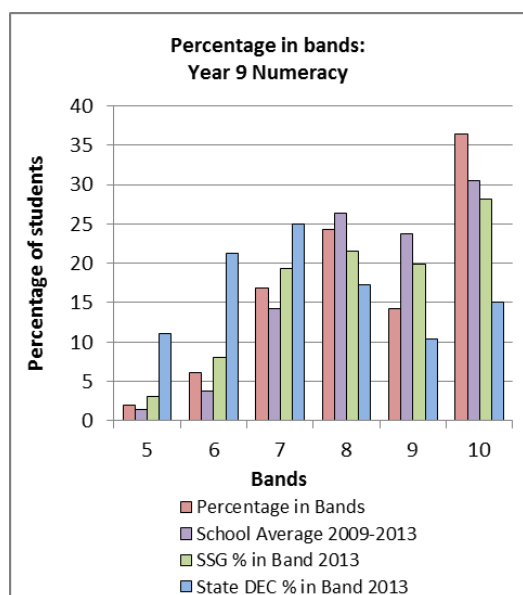
NAPLAN Year 7 – Numeracy



NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



NAPLAN Year 9 - Numeracy



NAPLAN 2013 – School analysis

Percentage of Students in Top Bands

	Reading	Writing	Numeracy
Year 7 WGHS	56.8%	45.2%	64.5%
Year 7 State	31.5%	20.8%	30.9%
Year 9 WGHS	72.7%	57.4%	75%
Year 9 State	51.4%	51.4%	50.5%

Year 7

The Year 7 cohort was above the State in reading, writing and numeracy in the upper bands.

Growth rate in writing shows a decline across the region but the fall is less at WGHS.

There were 16 Year 7 students in the top bands in all areas of literacy and numeracy.

In the lower bands, three students were below national minimum standard and 14 were at national minimum standard in reading. These students have Personal Learning Profiles (PLP) which have been issued to all staff by the Learning and Support Teacher. A PLP identifies specific learning strategies that will assist these students with their learning in every curriculum area. The LaST also works with classroom teachers to plan, monitor and evaluate the adaptations recommended, and to work with teachers and students within the classroom.

Year 9

In reading in the upper Bands 8, 9 and 10, Willoughby Girls High School is above State and regional schools. Willoughby Girls High School has a lower percentage of students at and below national minimum standard.

English as an Additional Language or Dialect (EALD) beginning and emerging learners (phase 1 and 2 students who needed EALD support for English) on average improved in their reading and writing and were above state and regional schools in their reading levels. Phase 3 learners on average were above state level in reading and below regional schools; this group was above state and regional EALD phase 3 learners in writing.

In writing in Bands 7, 8 and 9 WGHS was above state and regional schools and had a lower percentage of students at and below the national minimum standard. There has been a fall in the State (10 points) and regional (13 points) in writing since Year 7, but at WGHS the fall has been smaller (5 points).

There are no students below the National Benchmark in reading in Year 9 due to many effective programs for literacy and teaching strategies for students with additional needs implemented by all staff throughout 2011-2012.

Improvement of Writing Skills in the Average and Upper Bands

A close analysis of NAPLAN writing in 2011 revealed three areas where the students were below State level in the average and top bands in writing. The three areas were limited understanding of paragraphing, simple cohesions were used too frequently and sentences lacked clauses and details and examples.

Teachers were provided with strategies to explicitly teach cohesion, paragraphing and sentence structure across all subjects. Strategies were tailored to meet the different requirements of individual subjects.

As a result of the whole school focus on these areas in writing, there are more students writing using:

- complex sentence structure, with well-developed clauses that express precise meaning and are consistently effective. There are gains in students who previously wrote only using some correct sentences or they

wrote in simple sentences, and this lower group outperforms the State.

- a variety of conjunctions to link ideas. Students' texts are more tightly written, using varied cohesive devices that support the fluency of the text.
- well structured, highly effective and varied paragraphs that build arguments.

Higher School Certificate (HSC)

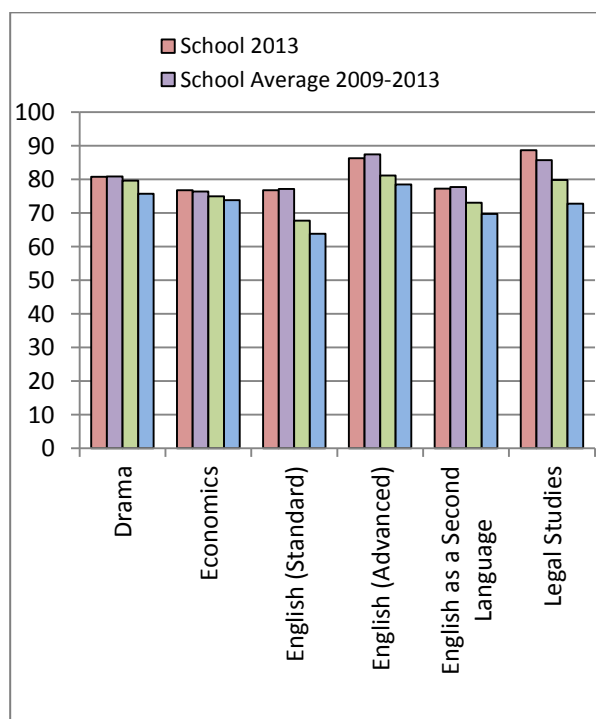
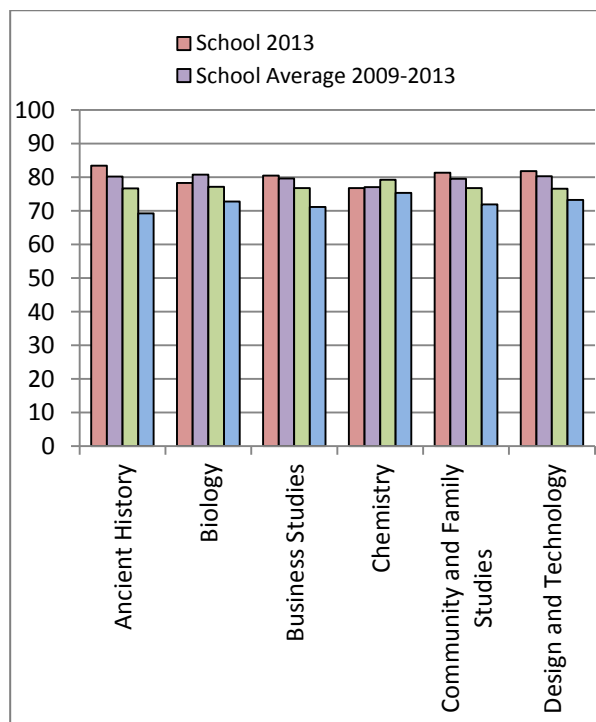
In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

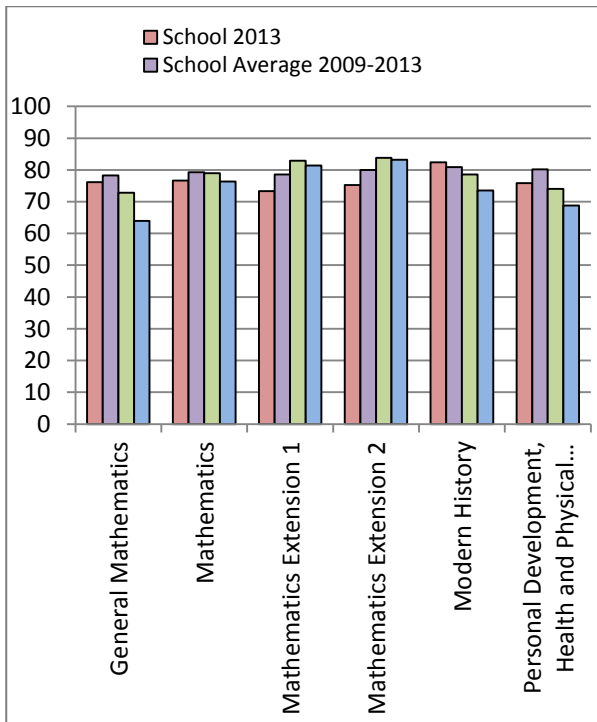
With a cohort of 142, the 2013 HSC students at WGHS gained 129 distinguished mentions (Band 6) for scoring 90 or more in a course. A summary of the school's performance in courses is indicated in the notes and graphs below.

Students performed above state average in most subjects, including Ancient History, Biology, Business Studies, Chemistry, Community and Family Studies, Design and Technology, Drama, Economics, all English courses, Legal Studies, General Mathematics, Modern History, History Extension, Music 2, PDHPE, Physics, Society and Culture, Textiles and Design, Visual Arts, Chinese Background Speakers, Japanese Continuers, Japanese Extension and Hospitality.

Courses in which students scored at least ten points above the state average included Ancient History, English Standard, Legal Studies and Society and Culture.

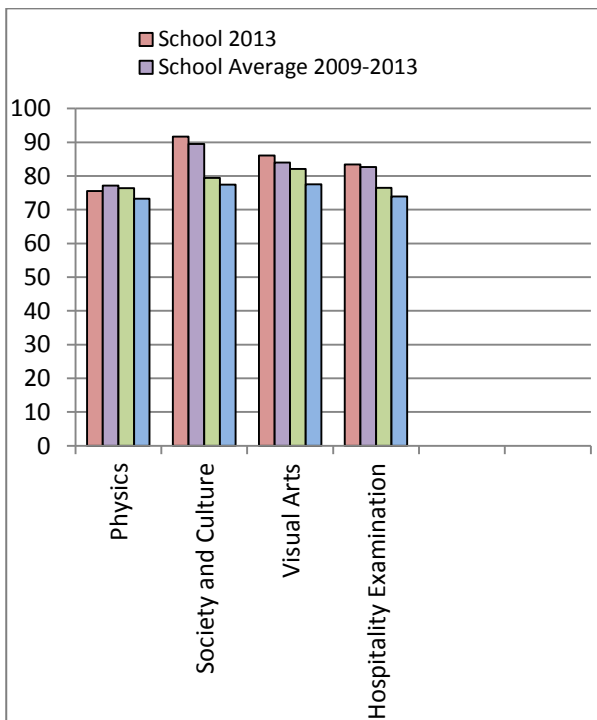
One student was placed on the all-round Excellence Merit List for achieving 90 or more in ten units of study.



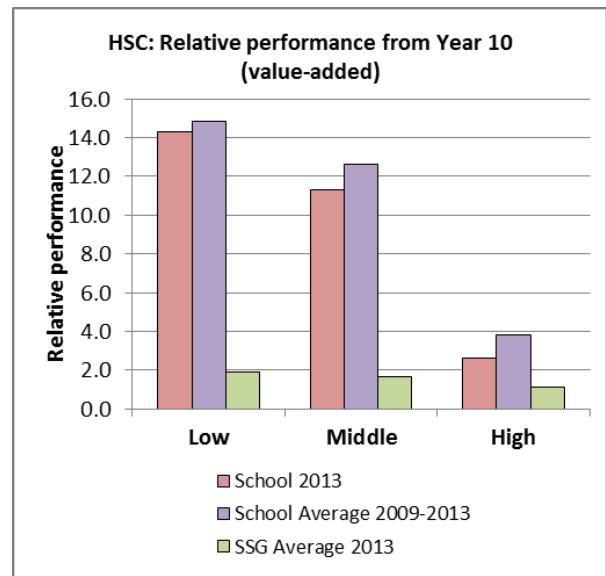


HSC: Course Summary Table

Course	School 2013	School Average 2009-2013	SSG 2013	State DEC 2013
Ancient History	83.4	80.2	76.7	69.3
Biology	78.4	80.8	77.2	72.8
Business Studies	80.6	79.6	76.8	71.2
Chemistry	76.8	77.1	79.3	75.4
Community and Family Studies	81.4	79.6	76.8	71.9
Design and Technology	81.8	80.3	76.6	73.3
Drama	80.8	80.9	79.7	75.8
Economics	76.8	76.4	75.0	73.8
English (Standard)	76.8	77.2	67.7	63.8
English (Advanced)	86.4	87.4	81.2	78.5
English as a Second Language	77.3	77.7	73.1	69.7
Legal Studies	88.7	85.8	79.8	72.8
General Mathematics	76.2	78.2	72.8	64.0
Mathematics	76.6	79.3	79.0	76.3
Mathematics Extension 1	73.3	78.5	82.9	81.4
Mathematics Extension 2	75.3	80.0	83.8	83.2
Modern History	82.4	80.9	78.6	73.5
Personal Development, Health and Physical Education	75.9	80.2	74.0	68.8
Physics	75.6	77.1	76.4	73.3
Society and Culture	91.7	89.4	79.5	77.4
Visual Arts	86.1	84.0	82.1	77.5
Hospitality Examination	83.4	82.6	76.5	74.0



Higher School Certificate relative performance comparison to School certificate (value adding)



Data supplied to schools allows the comparison of students' performance in the Year 10 School Certificate Tests with performance in the Year 12 Higher School Certificate Examinations. Schools can then determine the level of improvement students have shown from Year 10 to Year 12 relative to the performance of other schools in the public education system.

The 2013 data indicates value added as follows:

- In all courses combined, WGHS average value added was 5.87 overall.
- In the English courses, the total average value added was 7.68.
- In the mathematics courses, the total average value added was -0.03.
- Since Year 10, the 2013 HSC students made significant progress as reflected in the data for English standard, English advanced, English as a Second Language, English Extension 2, General Mathematics, Biology, Chemistry, Physics, Ancient History, Modern History, History Extension, Business Studies, Economics, Legal Studies, Society and Culture, Chinese Background Speakers, Japanese Continuers, Japanese Extension, Design and Technology, Hospitality, Visual Arts, PDHPE and Community and Family Studies.

Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is the new credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). All Year 10 students receive A to E grades based on their achievements in assessment tasks which have been devised with careful consideration to the syllabus objectives and outcomes in each of the Stage 5 courses. In Mathematics, grades have been further differentiated to nine levels.

Course performance descriptors have been developed for each course. They describe the main features of a typical student's performance at each grade A to E measured against the syllabus objectives and outcomes for the course. The total mark achieved by students based on the assessment tasks in each course is referred to the course performance descriptors to establish the grade cut-off mark for each grade A to E and allow the grades to be awarded.

General analysis of school-based RoSA grades in comparison to the State grade percentages indicates the following:

- Students performed very well in the core subjects of English, mathematics, science, geography, history, and PDHPE, with the percentage of students achieving at either grade A or B level well above the State percentages.

- The percentage of students in the following 200 hour Year 9-10 elective courses achieving at either grade A or B were above the State percentages; commerce, Japanese, design and technology, food technology, information and software technology, textiles technology, music, photographic and digital media, and visual arts.

Other achievements and learning experiences

Sport

- Seven girls competed at the NSW Combined High Schools (CHS) Athletics Championships.
- Four girls competed at the NSW CHS Cross Country Championships.
- Eight girls competed at the NSW CHS Swimming Championships.
- Five girls competed at the NSW All Schools Swimming Championships.
- In the Sydney North Area carnivals, 12 students participated in swimming, 15 in athletics and 11 in cross country.
- First place was gained in the Zone Grade Sports Competition in open basketball and open touch football.
- Seventeen teams competed in the Northern Suburbs Netball Association Competition. Fifteen teams reached the final series of the competition. First place was gained by three teams, and second place by four teams.
- In Term 1, two teams were entered in the Sydney Indoor Hockey Association Competition, Northern Schools Division. Both teams were placed second in their respective division. In Term 4, two teams were entered in the Sydney Indoor Hockey Association Competition, Northern Schools Division. Both teams made it to the grand finals and were placed second in their respective competitions.
- Four teams competed in the Artarmon School Girls Touch Football Competition.
- Six girls represented Sydney North Regional teams in Tennis, Golf and Trampolining.
- Four girls competed in the CHS Knockout finals in tennis.



Music

- More than 50 musicians were involved in the orchestra, chorus and on stage in the school's major production of *Annie*.
- The Senior Concert Band, Intermediate Concert Band, Chamber Ensemble, Senior Vocal Ensemble, Percussion Ensemble and Stage Band all performed in the North Shore Music Spectacular at Chatswood RSL. The Senior Vocal Ensemble, Senior Concert Band and Chamber Ensemble were selected for the final.
- The Chamber Ensemble achieved a Gold Award and the Senior Concert Band, Intermediate Concert Band and Stage Band all received Silver Awards in the Yamaha Festival.
- The Senior Concert Band achieved a Gold Award in the NSW Schools Band Festival.
- The Senior Concert Band and Chamber Ensemble were both selected to perform in the Opera House Concert Hall for the Primary Festival Series.
- The Senior Concert Band, Intermediate Concert Band, Chamber Ensemble, Senior Vocal Ensemble, Percussion Ensemble and Stage Band all performed at the Cameraygal Festival in Lane Cove Plaza.
- The Stage Band performed at the Willoughby Spring Festival and the Castle Cove Jazz Festival.
- The Stage Band and Cello Ensemble performed before major shows at the Concourse, Chatswood.
- The Cello Ensemble performed at the Australian Cancer Research Foundation luncheon.

- The School Music Spectacular showcased 100 students, including two vocal ensembles, five instrumental ensembles, plus a variety of solo and small ensemble acts.



- Four students were selected in the NSW Public Schools Music Ensembles.
- Three students were selected in Northern Sydney Regional Music Ensembles.
- Twelve students were selected for State Music Camps over the July vacation.
- One Year 12 student was selected to perform a piano solo at Chatswood Rotary Club's Gordon Waterhouse Scholarship event.
- One Year 11 student was selected to perform a vocal solo at the ArtsNorth Secondary Music Showcase.

Visual Arts

- Twenty four of the 27 students studying HSC Visual Arts achieved results in the top two bands (89% compared to the state with 51%).
- Two Year 12 Visual Arts students had their Bodies of Work exhibited in ArtExpress.
- Visual Arts and Photographic and Digital Media (PDM) students exhibited their work at the Annual Willoughby Girls High Creative Arts exhibition, where winners of the Year 10 Portrait Prize and the Year 9 Landscape Drawing Prize were recognised.
- Year 11 Visual Arts students attended the Art Gallery of NSW to view ArtExpress and the Australian Landscape Collection.
- Year 10 Visual Arts students visited the Art Gallery of NSW to view the Archibald, Wynne and Sulmann Prizes.

- Year 9 Visual Arts students attended the Sculpture by the Sea exhibition.

Science

- In the 2013 HSC Year 12 Biology students received 9% Band 6s and 37% Band 5s. Year 12 Chemistry students received 8% Band 6s and 38% Band 5s. Year 12 Physics students received 29% Band 6s and 38% Band 5s.
- In the International Competitions for Schools (ICAS) Science Competition the 70 students who participated achieved 12 Distinction and 27 credit awards.
- Of the 79 students entered in the Royal Australian Chemical Institute Chemistry Quiz two students achieved High Distinction, 13 achieved Distinctions and 16 achieved Credit awards.
- In the Science Olympiads nine competing students achieved one distinction and one credit award in Biology, one distinction and two credit awards in Chemistry, and two credit awards in Physics.
- A Year 11 Biology and Chemistry student was accepted to attend the National Youth Science Forum in Western Australia in January 2014.
- A Year 11 Chemistry and Physics student was accepted to attend the Engineering Camp at UNSW in January 2014.
- Science students engaged in a range of excursions to enrich their learning. Year 7 Science students participated in the Reptile incursion at school; Year 8 students attended the Surfing Scientist incursion; Year 9 visited the Sydney aquarium and IMAX; Year 10 Science students visited Luna Park; Year 12 Chemistry and Physics students visited ANSTO at Lucas Heights; Year 12 Biology students visited Taronga Zoo and Year 11 Biology students participated in fieldwork at Gibberagong National Park.



English and Drama

- In the University Of New South Wales competitions, one student achieved a High Distinction and three students achieved Distinctions in the spelling competition. In the writing competition, one student achieved a High Distinction and 12 students gained a Distinction. In the English competition, students achieved one High Distinction and 20% of students gained Distinctions.
- A Year 8 student represented the school in the Rostrum Voice of Youth and was a finalist in the Legacy Public Speaking Competition.
- Teams from Years 7 – 11 entered the Premier's Debating Challenge.
- A Year 7 team won the Year 7 and 8 intra – class debating competition.
- Students from Years 7 – 11 entered short films in the WGHS film competition. The winning entry was from Year 10.
- Year 10 Drama students competed in the inter school Theatresports competition.
- Students in Years 7 – 10 entered various writing competitions such as the Dorothea Mackellar Poetry, Write Now and The Sydney Morning Herald Young Writers Competition.
- Students attended a variety of excursions to the theatre to support their study of English texts. Year 12 Advanced English students saw a production of *Hamlet* and Year 11 Advanced saw *Othello* at the Seymour Centre and *Hamlet* at Belvoir Street Theatre. Year 12 Standard watched *Educating Rita* at the Seymour Centre. Year 10 enjoyed *Forget me Not* at Belvoir Street and Year 8 watched a *Midsummer Night's Dream* at the Opera House.
- Year 12 and 11 Drama students attended Onstage, as well as a production of *Ruby Moon* at the Wesley Theatre. Year 11 Drama also watched *Small and Tired* at Belvoir Street Theatre.
- The Year 7 -8 Drama Ensemble entered pieces in the Sydney Eisteddfod and performed a series of self-devised pieces for their parents and friends in Term 4.
- Year 10 students devised and performed a dramatic piece for the school's Open Night.

- Students from Years 7 -12 performed in a whole school production of *Annie* which was a collaboration between the English and music faculties.
- Year 11 Drama presented the play, *Living with Lady Macbeth* for their parents and friends.
- Both Year 9 Drama classes devised and presented pantomimes for Willoughby Public School.



History

- Two students from Year 12 Society and Culture received High Distinction Awards for their Personal Interest Projects. Only ten High Distinction Awards were distributed state wide.
- 75% of Year 12 Society and Culture students, 23% of Ancient History students, 18% of Modern History students and 28% of History Extension students achieved Band 6 results in the HSC.
- Anzac Day was a successful event which included a moving multimedia presentation, and speeches based on the experiences of war.
- Year 7 students participated in Medieval Day which showcased the performance, *Living History Australia*.
- Year 9 students participated in a performance on World War One which delved into the social and political issues of that period.
- Year 10 students participated in a performance on the Vietnam War which

explored relevant political and social issues of the period.

- Twenty five Year 11 History students attended an overseas excursion to Berlin, Rome, Pompeii, Herculaneum, France and Belgium. This excursion complemented senior History students in their HSC core studies of Pompeii in Ancient History and World War One in Modern History.



Social Science

- The Year 9 Commerce classes competed in the ASX Sharemarket Game. Over a six week period the teams invested \$50,000 then traded their way to financial success (or not). This simulation generally engenders some interest in, awareness of, and enthusiasm for, the share market.
- In Term 4 an exciting new initiative took place for Year 10 Geography. NSW United Nations for Youth hosted a one day peer-to-peer learning incursion on Friday 22 November. Students engaged in a discussion of global issues and the role of the world's largest intergovernmental organisation, the United Nations. The students undertook this as part of the Geography Syllabus global issues section, 'Future Challenges for Australia'.
- Year 10 Geography camp took place during Term 1 at the Great Aussie Bush Camp in Tea Gardens. Students completed a day of geography field work around Hawks Nest as part of their coastal management focus study. Students visited the significant Aboriginal site at Darke's Point and met with local land management action groups.
- Students successfully completed the four preliminary rounds of the NSW Law Society Mock Trial competition.

- Two Year 11 students attended the 19th annual NSW Business Women's of the Year Awards as a part of the Tomorrow's Entrepreneurs program. These business awards showcased some phenomenal women who students were able to interact with and learn about their paths to success. Listening to these women's remarkable stories about their contribution to the community ranging from revolutionising engineering to innovative cooking, enabled both students to gain an understanding of the prospects that arise from pursuing a career in business.

Languages other than English

- In Term 3 all Year 7 students attended the Japanese Discovery day at Macquarie University. This is a day in which the students take part in a variety of Japanese cultural activities, such as calligraphy, woodblock printing, anime drawing and learning how to dress in a kimono.
- Languages students in Years 9, 10 and 11 took part in the Australian Council for Education Research Languages Certificates testing program. WGHS students sat for the tests in Levels 1, 2 and 3 in Japanese and Levels 1 and 2 in French. They achieved a greater percentage of Distinctions and High Distinctions in both languages than the national average.
- 2013 saw the launch of Language Perfect. This is an on-line competition in which students in Years 9 and 10 French and Japanese classes can compete against students at other schools across Australia and New Zealand. Two students from Year 9 Japanese were awarded Gold Certificates for their excellent scores in the Language Perfect World Championships.

Technology and Applied Studies

- In Year 7 Technology Mandatory, students have worked through a range of context areas including Information and communication, the built environment, wood, and clothing and accessories and have developed skills in the use of a range of technologies and mixed materials. Products developed to meet design briefs included sarongs, wooden puzzles, scale model bedroom designs and note pads.
- In Year 8 Technology Mandatory, Industrial Design, Accessories, Promotional Design and

Graphic Design were the key focus areas of study. Students produced quality solutions to problems. They were introduced to Web 2.0 tools, to produce an advertorial to promote a "breakfast brain food", "Google sketch up" a CAD program, to graphically represent orthographic views of storage solutions, "Audacity" to make a podcast, and taught skills in the use of other computing applications in these courses.

- The elective junior Design and Technology courses have had a strong focus on environmental sustainability with the production of "chip packet" handbags in Year 9, and recycled hats and bags in Year 10. Students have also used recycled materials in the development of design solutions for other units of work.
- In the Year 10 Elective Food Technology course, a new unit, Food Equity, was successfully implemented. Guest speakers informed students about growing and cooking foods to provide a nutritional diet under difficult environmental, political and cultural circumstances in Afghanistan and Laos.
- Senior Design and Technology, and Textiles and Design students produced quality design solutions to meet real world needs including an environmentally sustainable school for the future, a housing system for refugees, LED lighting designs, an integrated and foldable bed and desk station made from cardboard, to mention a few.



- Year 11 Hospitality students have had access to the facilities in our new semi commercial kitchen, where they have worked to develop their skills and knowledge in Kitchen Operations. They were partnered with a Chef, Bernadette, who mentored the students over a five week period in Semester 1. One

Hospitality student participated in the Hospitality Challenge at the Manly Food, Wine & Sustainability Festival.

- All TAS courses have been enriched by the incursions and excursions. Students in Year 7 visited Sculpture by the Sea to study the elements and principles of design; Year 9 Food Technology visited the Royal Botanic Gardens to learn about traditional bush foods; Year 9 and 10 Design and Technology students visited the Powerhouse museum to study the magic of materials and resources, and sustainable design; Year 10 Food Technology students took part in a food practical lesson presented by Chef Geoff Turnbull, of High Street Bistro, and visited Ultimo TAFE to study the facilities to enhance their study of Food for Special Occasions; Year 10 Textiles and Design students attended the musical Grease, to study set and costume design; Year 11 Design and Technology students participated in the Design Tech workshops to guide their knowledge of the Major Design Project requirements and visited the exhibition of student works for inspiration; and Year 11 Textiles and Design students visited the Maritime Museum to study the history of swimwear. Some of these students also attended a Night in White at the Whitehouse Institute of Design to also see an exhibition of current student works.

Significant programs and initiatives

Respect and Responsibility

Year 7 Orientation Program was presented in the first few days of Term 1. It highlighted relationship building, school familiarity and organisation. Year 7 Camp was also an incorporated event which gave the students opportunity to form new relationships with staff and students.

The anti-bullying play Verbal Combat was presented to Year 7 during Term 1. An anti-bullying program was presented to all Year 7 in PDHPE lessons.

Year 8 attended the Butterfly Foundation presentation and Rising Generations centred around self-esteem, media awareness, confidence and resilience.

'Enlighten Education' presented to Year 9 students on the topic of self-esteem, body image, personal safety and having healthy friendships.

Year 10 attended the Day of Hope, Oxygen Factory seminar at Oxford Falls which focused on mental health issues, goal setting, and resilience and future pathways.

Year 11 study skills day was presented by Elevate Education. The presentation consisted of small group discussions and workshopping around useful study strategies, timetabling and goal setting.

Year 11 Camp was held at Narrabeen Sport and Recreation Centre. It was an outdoor education two day camp which focused on trying new activities, teamwork, forming new friendships and building trust.



Year 12 Study Skills Day was presented by Human Connections. The focus was around goal setting, understanding the functioning of the brain and relaxation/concentration techniques.

Following the training of all Year 9 in Peer Support at the end of 2012, selected students acted as Peer Support Leaders for Year 7, during Term 1.

Units of work incorporating resilience were studied by all students in Years 7 to 10 as part of the PDHPE program.

Year 11 Crossroad Program was presented to students during sport periods in Term 1, focusing on various mental health issues, sexual health and risk taking. This program is a part of the PDHPE program.

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.

- Years 7 -10 English and Drama, students read, view and write about texts written by Indigenous composers about the Aboriginal experience.
- In Mathematics, students learn 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 DEC Aboriginal Education Policy is implemented through the study of food availability and selection, contemporary nutrition issues, Cultural Furnishings and Groups in Context.
- In Science students learn about 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 investigate examples of Aboriginal and Torres Strait Islander peoples' understanding of the environment and the ways that traditional knowledge and western scientific knowledge can be complementary.
- The Stage 4 History curriculum focuses 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 study Aboriginal perspectives through Origins of the Australian Continent in junior Geography and Legal Studies students explore native title and customary law in the Stage 6 curriculum.
- In PDHPE students address Aboriginal perspectives through the study of health care, recreation and lifestyles in Years 7-10. The senior PDHPE curriculum includes the close

study of Closing the Gap initiatives and an emphasis on harmony, tolerance and an appreciation of diversity.

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.

Multicultural education

Willoughby Girls High School demonstrates strong tolerance and the rich diversity within the NSW Department of Education and Communities. Students of Willoughby Girls High School interact daily with students from a rich diversity of backgrounds, cultures and beliefs, all the while respecting individual differences and customs.

Each year in March, schools across NSW celebrate Harmony Day. Willoughby Girls High School has a strong tradition of actively celebrating Harmony Day through student performances in the fields of art, music, drama and sport.

In August 2013 students and teachers from Willoughby Girls High School took part in a cultural exchange with a group of teachers and students from Sugunami-Ku, Japan. Several Willoughby students billeted Japanese students and a group of the Japanese students came to the school for several days to observe lessons and take part in a range of activities.



The annual school Multicultural Day was extremely successful. A selection of foods from all around the world was offered to both staff and students. Many students and teachers dressed in the national costumes of different countries. A variety of games played by peoples around the world were introduced and tried by students and teachers on the day, whilst performers from a Chinese singing and dancing group provided

entertainment to the whole school. The performance contained a blend of traditional and modern Chinese singing and dancing, incorporating styles as diverse as Beijing Opera and Jazz Ballet. At the end of the performance, the students in Year 10 and 11 Chinese classes sang 'I Still Call Australia Home' in Mandarin. Year 7 students also entered a poster competition as part of the Multicultural Day celebration program.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

Welfare Programs Evaluation

Throughout Term 4 the welfare team, comprising the Head Teacher Welfare, Year Advisers and the School Counsellor, spent time reviewing various welfare programs. This was for the purpose of updating procedures to more effectively align them to the school's electronic management system, Sentral, and to link them more effectively to the school plan (2014-2015) which includes the priority area of Student Well-Being. The review included:

- identifying key concerns/issues that arise for the students within each year group,
- evaluating some welfare procedures, e.g. communication/storage of student information,
- the introduction of the Sentral welfare module for recording and storing student information and attendance data,
- Reviewing year group Welfare Days in relation to the effectiveness and usefulness of presentations,
- identifying and booking presenters for 2014 Welfare Days,
- reviewing the Peer Support program,
- the development of new mentoring programs, including peer mentoring, the Raise program,
- evaluation, review and implementation of the redefined role of Learning and Support Teacher,

- review of Learning Support programs and identification of professional learning for the Disability Discrimination Act.

Future directions

- Continue welfare days as they are. These were evaluated as being very successful in meeting identified student needs.
- Implementation of Welfare home room once per term to address specific year cohort or whole school welfare issues.
- Annual school camps for Year 7 (Getting to Know You) and Year 10 (Geography and Team Building) to continue in 2014.
- Although the annual Year 8 Ski Trip did not run in 2013 due to inadequate numbers, the school will continue to offer it in 2014. While the replacement Year 8 Camp to the Central Coast was successful, students and the welfare team evaluation revealed that the ski trip is the preferable option. The school will offer the Year 8 Ski Trip again in 2014.
- The Year 11 Camp will be extended to overnight for three days with the addition of study skills, relaxation and stress management techniques to complement the Crossroads program run throughout Term 1.
- The development of a Learning Support Framework will be prioritized.
- Continued review and evaluation of the Learning Support Program to better meet the needs of students.

Student leadership evaluation

An increase in student leadership opportunities was facilitated through changing the process of Prefect and Student Representative Council elections. Year 11 students seeking election to the prefect body were required to submit an expression of interest outlining their contribution to school life. Voting was conducted through an extended home room and staff voted during a staff meeting. A total of 14 students were elected. Those 14 students chose the senior positions of the prefect body, including School Captain, using the preferential method of voting.

Expression of interest forms for the Student Representative Council were issued through home rooms in Years 8-12. Those students who satisfied the criteria were placed on the ballot

and voting was conducted through the Willoughby Girls High School Moodle. Once elected, students of the SRC voted for the executive positions. The number of SRC representatives was increased by eight, thus ensuring greater leadership opportunities for all students and a broader representation of student interests.

Rising Generations, an outside agency worked with the new SRC members to assist them in gaining a better understanding of the role of the SRC and the importance of student voice within the school. Recycling continues to be a focus of the SRC.

School planning 2012—2014: progress in 2013

School priority 1: Student Attainment

Outcomes for 2012–2014

- Improved learning outcomes for underachieving students.
- Improved student literacy and numeracy performance.

2013 Targets to achieve this outcome include:

- Individual Learning Plans for students needing additional learning support.
- Increase number of students achieving literacy and numeracy proficiency.

Strategies to achieve these targets include:

- Implementation of Every Student Every School through teacher professional learning.
- Embedding specific learning strategies for underachieving students in faculty programs
- implementing individual learning plans.
- Continued focus on writing for Year 8 and 9 students.

Evidence of progress towards outcomes in 2013:

Improvement in literacy outcomes are reported elsewhere in this Annual School Report (NAPLAN). 2013 NAPLAN data shows considerable improvement in targeted literacy outcomes for all Year 9 students with the most significant growth demonstrated by underachieving students.

Individual learning plans have been developed for all students identified as needing additional support to achieve improved outcomes in all aspects of the curriculum. These plans are used by all teachers of targeted students.

All teachers completed Every Student Every School modules 1-3 through professional learning sessions followed by individual online learning. Faculties have made significant progress on embedding ESES adjustments into regular teaching programs.

School priority 2: Student Engagement and Wellbeing

Outcomes for 2012–2014

- Increased student leadership roles.
- Improved attendance.

2013 Targets to achieve this outcome include:

- Increase student participation in leadership roles.
- Reduce Year 10 absenteeism by 3%.
- Increase teacher use of Web 2.0 tools and Interactive Whiteboard technology in their teaching.

Strategies to achieve these targets include:

- Introduction of a student Social Justice Committee.
- Development of an enhanced program for engaging Year 10 students in Term 4.

Evidence of progress towards outcomes in 2013:

Participation in Leadership roles

Various leadership roles were identified within the school, such as Prefect, SRC, House Captains, Peer support leaders. Selection processes were evaluated and amended to reflect the nature of each role and to give students greater opportunities to participate. To further increase these opportunities new leadership roles were created, for example, the Social Justice Committee, peer mentoring.

An Amnesty Social Justice Committee was introduced in Term 4 2013. This took place after consultations with other schools and the leadership team. Seventy students have joined the Amnesty Group ranging from Years 8-12. The first project was conducted in Term 4 which was

to raise awareness of the plight of refugees and asylum seekers. A series of posters was designed and displayed around the school. Amnesty members then worked collaboratively on designing peace cards to send to refugees in Detention Centres. These cards were voluntarily distributed to staff and students to sign or contribute a message.

Reduce Year10 Absenteeism by 3%

Sentral (web-based database) was introduced early in the year and it was initially used for student attendance and as a means of collating student attendance data. Home room rolls and classroom rolls were marked using Sentral and this data was collated on each student profile. Year 10 attendance overall is at a very high level (>93% attendance rate). Using the data obtained from Sentral, it was determined that the Year 10 absenteeism from 2012 to 2013 has decreased by 1%.

Increase use of Web 2.0 tools by teachers

The school purchased and installed fifteen new interactive whiteboards into various classrooms around the school. Staff engaged in numerous professional learning sessions on using IWB's and Web 2.0 tools for teaching and learning. These sessions were presented by peers and held during staff meetings, and were presented by a range of staff with expertise in various aspects of using technology to enhance teaching and learning. A technology team was also formed to address the ongoing professional learning needs of teachers to effectively use technology in teaching and learning.

Development of programs for engaging Year 10 in Term 4

A committee has been formed to evaluate the current Year 10 programs used by faculties in Term 4 and to investigate community-based programs that may assist further with student engagement. One example of such a program, in Science, involved students in groups carrying out first-hand investigations to test a range of hypotheses using first-hand and/or research data. This project was led by CSIRO, incorporating University of New South Wales science academics. Student projects were presented to a panel of expert judges (from the university and school community) and to their peers with prizes provided by UNSW.

School priority 3: Technology for Learning

Outcomes for 2012–2014

- Increased student access to technology to improve skills to enrich learning.

2013 Targets to achieve this outcome include:

- Increase access to and improve level of students' skill in technology to enrich learning in the junior school.
- 14 additional IWBs in classrooms.

Strategies to achieve these targets include:

- Incorporating technology into units of work.
- Teacher professional learning in technology for learning through regular peer led professional sharing sessions.

Evidence of progress towards outcomes in 2013:

Increased student access to technology

We have extended the lunchtime access for students to the computer rooms with experienced members of staff timetabled as part of their school responsibilities to supervise and help the students with assignment work or general technology skills. An increasing number of students have been using this facility especially around assessment times.

Fifteen additional Interactive Whiteboards were installed throughout the school. Ten of these are mobile whiteboards which were installed into the demountable classrooms, and connected to the school's network.

Incorporation and distribution of the Sentral school and student management software enabled staff to more efficiently administer items and functions of their working day. This is especially effective in the area of attendance with additional trend data being available for the school population. Ready access to online student profiles and teacher and student timetables, for example, have improved efficiency in communication with students, parents and teachers.

Teacher Professional Learning

The Learning Fair was held on the first of the Term 4 school development days where teachers

showcased various technological enhancements to their pedagogy such as the use of flipped classroom in Modern History and collaborative online story webs in Year 10 English close study of literary texts.

Teacher professional learning focusing on the use of Web 2.0 tools in the classroom also occurred throughout the year in both formal and informal peer led workshops and professional sharing.

2014 priorities

Throughout 2013 the school chose to participate in the Secondary Principal Council's pilot of the draft DEC school planning and evaluation strategy. A team of five comprising the principal, deputy principals and two head teachers, engaged in four workshops during which the 2014 School Strategic Plan was drafted for consultation. Consultation with the executive team occurred throughout this process and involved a shift in emphasis of the school's priorities for 2014. These priorities are outlined below and will be reported on in the 2014 Annual School Report.

School priority 1: Student well being

Outcomes for 2014

- All students are resilient, have a strong sense of self and sense of belonging.
- Students adhere to social and cyber etiquette and understand their cyber footprint.

Strategies to achieve these outcomes include:

- Development of a more effective Year 7 transition program including redesign of the Peer Support Program.
- Develop and implement an effective End of Year 10 program to facilitate smooth transition to senior school.
- Continuation of existing effective student well-being programs.
- Implementation of student-student and teacher-student mentor programs.
- Design resilience programs in PDHPE curriculum for implementation in 2015.
- Parent information evenings.

School priority 2: Quality Learning and Teaching

Outcomes for 2014

- Improve teaching quality to ensure all students are engaged in challenging learning experiences.
- Implementation of assessment AS and assessment FOR learning in all KLAS.
- Develop teacher confidence and expertise in the use of technology as a teaching and learning tool.

Strategies to achieve these outcomes include:

- Faculty led development of diverse assessment and feedback strategies to enhance student learning.
- Targeted teacher professional learning focused on assessment, quality teaching and technology for learning.
- Pilot projects for visible thinking, flipped classroom and developing growth mind sets.

School priority 3: Leadership

Outcomes for 2014

- Increase effectiveness of student voice and broaden student leadership opportunities.
- Increase quality leadership capacity of staff.

Strategies to achieve these targets include:

- Regular student presentations on assemblies.
- Encourage students to initiate projects that enhance student school experience.
- Provide opportunities for all staff to lead projects and activities across the school.

Professional learning

Teaching and learning including assessment, literacy, student attainment, technology and the new Australian Curriculum were the focus of professional learning activities participated in by teachers at Willoughby Girls in 2013. Teachers attended over four hundred and fifty professional learning activities, many of which were conducted outside of normal school hours. Most of these activities were in the areas of syllabus implementation, beginning teachers, technology, literacy, quality teaching and welfare and

leadership. In particular, the professional learning on school development days focussed on improving teaching and learning assessment practices, technology for learning, anaphylaxis training, Every Student Every School Module 2, a learning fair and faculty sharing, and the NSW Board of Studies Australian Curriculum including 21st century general capabilities.

The total expenditure on professional learning in 2013 was \$75,876 with an average of approximately \$1,265 per teacher.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of students through a new survey tool provided by the DEC. Their responses are summarised below.

Tell them from me – survey summary

In 2013, 777 Willoughby Girls High School students completed the *Tell Them From Me* survey which included ten measures of student engagement alongside five drivers of student outcomes. This report summarises the results.

The ten measures of student engagement were categorised under three headings.

Social engagement – sense of belonging at school, participation in sports and clubs, and positive friendships at school.

Institutional engagement – values schooling outcomes, attendance, positive behaviour, and homework and study habits.

Intellectual engagement – interest and motivation, effort, and appropriately challenged.

For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as “I get along well with others at school.” Their scores were scaled on a 10-point scale, and students with scores above 6.0 were considered engaged.

Social engagement

Sense of belonging – 66% of WGHS girls had a high sense of belonging compared to the NSW norm for girls of 58%.

Participation in school sports – 48% of WGHS girls had a high rate of participation in sports compared to the NSW norm for girls of 41%.

Participation in school clubs – 30% of WGHS girls had a high rate of participation in clubs compared to the NSW norm for girls of 24%.

Positive friendships – 82% of WGHS girls had positive relationships compared to the NSW norm for girls of 78%.

Institutional engagement

Values schooling outcomes – 70% of WGHS girls valued school outcomes compared to the NSW norm for girls of 70%.

Attendance – 10% of WGHS girls indicated that they missed classes or days at school without a reason, or arrive late for school or classes compared to the NSW norm for girls of 17%.

Positive behaviour – 97% of WGHS girls had positive behaviour compared to the NSW norm for girls of 87%.

Homework – 51% of WGHS girls had positive homework behaviour compared to the NSW norm for girls of 43%.

Intellectual engagement

Interest and motivation – 24% of WGHS girls were interested and motivated compared to the NSW norm for girls of 22%.

Effort – 64% of WGHS girls tried hard to succeed compared to the NSW norm for girls of 66%.

Challenge – 49% of WGHS girls indicated that they were confident in their skills and were being highly challenged compared to the NSW norm for boys and girls combined of 37%.

The five drivers of student outcomes are; quality instruction, teacher-student relations, classroom learning climate, teacher expectations for success, and student advocacy. Each driver was again rated on a 10-point scale.

Quality instruction – WGHS girls rated effective classroom learning time 6.5 out of 10 (NSW norm is 6.3). WGHS girls rated relevance 5.7 out of 10 (NSW norm is 5.8). WGHS girls rated rigour 5.7 out of 10 (NSW norm is 5.8).

Teacher-student relations - WGHS girls rated positive teacher-student relations 5.8 out of 10 (NSW norm is 5.7).

Classroom learning climate – WGHS girls rated positive learning climate 6.1 out of 10 (NSW norm is 5.6).

Teacher expectations for success – WGHS girls rated teacher expectations for success 7.4 out of 10 (NSW norm is 7.0).

Student advocacy – WGHS girls rated advocacy at school 1.9 out of 10 (NSW norm for girls is 2.4). WGHS girls rated advocacy outside of school 5.1 out of 10 (NSW norm for girls is 4.5)

The survey also gained responses from students in relation to levels of anxiety, depression and bullying.

Anxiety – 28% of WGHS girls had moderate to high levels of anxiety compared to the NSW norm for girls of 28%.

Depression – 25% of WGHS girls had moderate to high levels of depression compared to the NSW norm for girls of 27%.

Bullying – 11% of WGHS girls were victims of moderate to severe bullying in the previous month compared to the NSW norm for girls of 22%.

In summary, WGHS girls are actively involved in the life of the school, have positive friendships, and have a sense of belonging. They value school outcomes and this is reflected in their attendance and positive behaviour. The girls are receiving quality instruction, experience positive teacher-student relations, a positive learning climate, and high teacher expectations for success. The survey revealed that WGHS girls feel that they are more likely to have someone outside of school who provides encouragement and can be turned to for advice than in school. Lastly, whilst the levels of anxiety and depression are consistent with NSW norms, the instances of bullying at WGHS are half the NSW norm levels.

The information gained through the student survey has informed the school's planning for 2014 and beyond.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Ms Liz Diprose, Principal
Mr Scott Leavers, Deputy Principal

Ms Jennifer Watts, Deputy Principal
Ms Cheryl Blomfield, Head Teacher, TAS
Mr Robert Simmonds, Acting HT LOTE
Ms Tania Prowle, Head Teacher Welfare (Rel)
Ms Steph Croft, P&C
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>