



Education &  
Communities

# Willoughby Girls High School Annual School Report 2014



8159

## School context statement

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 making this a truly local high school with a very supportive parent body.

Of the 950 girls enrolled in 2014, 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 2014. 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, create 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

2014 was another busy and productive year at Willoughby Girls High School. The outstanding HSC results placed our school at the top of all comprehensive public schools in NSW for the second time in three years. Such excellent achievements are the result of the students' hard work and focus, the hard work and expertise of their teachers and the dedicated support of parents.

The school invested over \$150,000 in technology in the form of Interactive Whiteboards, additional desktop computers in some classrooms and the purchase of tablets for staff and for student use in the library. We also implemented our Bring Your Own Learning Device policy whereby students are encouraged to bring their laptops, iPads or tablets to school for use in class. The school also invested in insulation for the main

building as well as air conditioning in the library and staff common room. Parents contributed significant funds for many of these projects from money raised through parent donations to the P&C. We are most appreciative of the time and effort given to the school by many of our parents, particularly those working in and with the P&C Association and appreciate the financial support of all parents to improve the learning resources for the students.

Leadership capacity among our students has continued to develop. The SRC and prefects led several charitable initiatives raising over \$15,000 for worthwhile causes including Headspace at Chatswood, the RSPCA, CARE Australia and the Salvation Army Couch project. Many of the girls also collected for the annual Red Shield appeal and Legacy. A highlight of this year's fundraising activities was the inaugural talent quest initiated and managed by the SRC in conjunction with mufti day.



In December we celebrated the school's 80<sup>th</sup> birthday at which the Year 11 students and senior SRC leaders, met with over 100 past students, most of whom attended the school over 30 years ago. Two of the guests attended the school when it first opened in 1934. The afternoon included the formal naming of the Nell Mackie study centre in the library to acknowledge the generosity of this past teacher. It was a most enjoyable afternoon with past students and current students sharing stories about their experiences at Willoughby Girls high school.

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.

**Elizabeth Diprose,**

**Principal**

## P & C Message

Together we can make a difference.

2014 was a year of quiet achievement at Willoughby Girls High School P&C.

Our WGHS P&C is active, and active parents continue to provide excellent sporting and musical opportunities for the girls. The P&C runs the Uniform Shop and together with grants and parents' general and building fund contributions we provided considerable funding for much needed technology, resources and capital works for the school and students.

The grants committee banked nearly \$82,000 in grants in 2014 and was awarded another \$80,000 for the shade structures to be installed in 2015: \$50,000 in a state government grant for the upgrade of the multipurpose hall, \$18,000 club grant for the establishment of the sustainable garden and \$14,000 club grant for musical instruments that was awarded in 2013.

\$172,000 from the P&C was provided to the school to help pay for the school hall refurbishments as well as the junior toilet renovations and new desktop computers (to support interactive whiteboards in 15 classrooms) and tablets for the library as well as classroom refurbishments, school garden maintenance and the hire of the Chatswood concourse theatre for the annual Presentation Day Ceremony.

This is an important contribution by the parent body that has direct benefit to our girls.



I encourage all parents to make their voluntary P&C general and building fund donations as the money makes a big difference to the facilities, technology, and learning programs for all our daughters.

The four P&C sports clubs (Netball, with 20 teams, Hockey, with four teams, Touch Football

with eight teams, and Basketball with five teams) enjoy high participation rates with over 250 students involved. All clubs are run by parents and provide wonderful social, sporting, coaching, refereeing and leadership opportunities for the girls.

The P&C Music Program has four ensembles, Intermediate and Senior Concert Bands, a Chamber Ensemble and Stage Ensemble. Over 115 students participated in making music in 2014. The 2014 highlight was the tour to Hong Kong in April 2014 when 42 students spent a week at the International Youth Music Festival.

Parents have worked through the P&C with the school to introduce an elegant new school hat for 2015.

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, made donations to the P&C General and Building Funds, sat on interview panels, helped out at the uniform shop and working bees, managed year lists and emails, run committees, those who have been convenors, team managers, coaches, referees and Band Co-ordinators.

Together we have been able to achieve a great deal to assist our girls during 2014. Thank you to all involved.

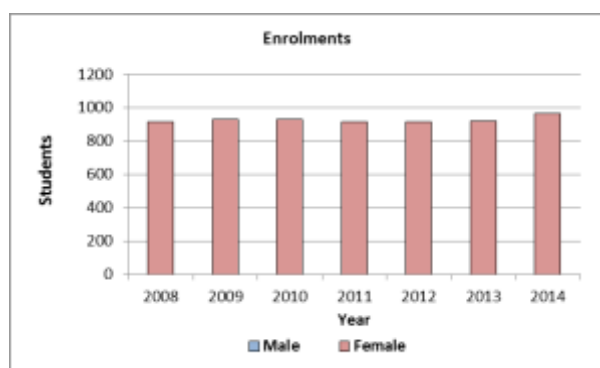
**William Pape**  
**P&C President**

## Student information

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

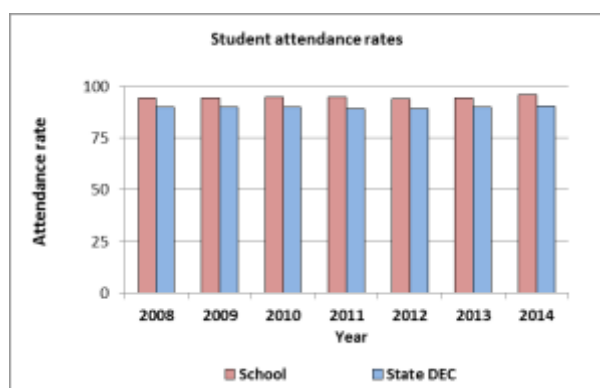
### Student enrolment profile

Gender	2008	2009	2010	2011	2012	2013	2014
Male	0	0	0	0	0	0	0
Female	917	929	931	916	915	921	967

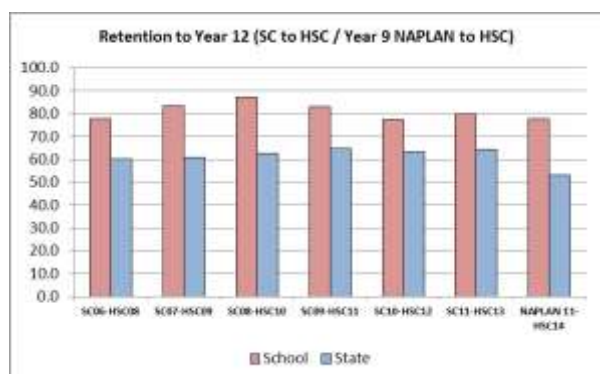


## Student attendance profile

	Year	2009	2010	2011	2012	2013	2014
	Year	2009	2010	2011	2012	2013	2014
School	7	96.8	97.0	96.1	96.2	95.6	97.5
	8	95.6	96.1	95.3	94.3	94.0	96.3
	9	92.9	93.9	94.8	94.9	93.9	95.3
	10	94.4	93.1	93.6	93.3	93.6	94.1
	11	93.6	94.0	93.4	92.2	93.7	95.6
	12	91.9	94.0	93.4	91.9	93.9	94.6
	Total	94.3	94.7	94.5	93.9	94.1	95.6
State DEC	7	92.3	92.6	92.5	92.4	93.2	93.3
	8	90.0	90.5	90.1	90.1	90.9	91.1
	9	88.8	89.1	88.8	88.7	89.4	89.7
	10	88.7	88.3	87.1	87.0	87.7	88.1
	11	89.4	89.1	87.6	87.6	88.3	88.8
	12	89.4	89.8	89.2	89.3	90.1	90.3
	Total	89.7	89.9	89.2	89.1	89.9	90.2



## Retention to Year 12



## Post-school destinations

Post-school destinations	Year 10 %	Year 11 %	Year 12 %
seeking employment			
employment			1
TAFE entry	5		6
university entry			80
other		1.9 Exchange	5
unknown			8

## Year 12 students undertaking vocational or trade training

From the 2014 Year 12 cohort, 17% of students undertook vocational training and were awarded a minimum AQF Statement of Attainment towards or completion of Certificate II or III, in addition to the HSC.

## Year 12 students attaining HSC or equivalent Vocational educational qualification

Of the Year 12 cohort of 147 students who sat the HSC, 147 students 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)	45.5
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	2.6
School Counsellor	1
School Administrative & Support Staff	11.772
Total	75.57

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.



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	18

### Professional learning and teacher accreditation

Teaching and learning including assessment as and for learning, syllabus implementation, wellbeing, technology and the new Australian Curriculum were the focus of professional learning activities participated in by teachers at Willoughby Girls in 2014. Sixty teachers attended over two hundred and eighty 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 focused on improving teaching and learning visible thinking strategies, assessment as and for learning and wellbeing.

Nine new scheme teachers worked towards Board of Studies Teaching and Educational Standards (BoSTES) accreditation and seventeen new scheme teachers worked towards maintaining their BoSTES accreditation at proficient level. There were no teachers who undertook or maintained voluntary accreditation at Highly Accomplished or Lead levels.

The total expenditure on professional learning in 2014 was \$79,459 with an average of approximately \$1,324 per teacher.

### Beginning Teachers

Funding supplied under Great Teaching, Inspired Learning was used to support beginning teachers' professional learning in lesson observations, classroom and behaviour management, technology, programming, report writing, communication with parents and BoSTES accreditation. The beginning teachers also participated in a structured program with a mentor that ran across Terms 1-4 including a network of four schools in the Northern Sydney Region.

## 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	30/11/2014
<b>Income</b>	\$
Balance brought forward	816432.51
Global funds	681651.43
Tied funds	182074.82
School & community sources	1004485.62
Interest	28027.03
Trust receipts	135089.36
Canteen	0.00
Total income	2847760.77
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	179292.70
Excursions	234083.65
Extracurricular dissections	272419.64
Library	24050.77
Training & development	4148.09
Tied funds	203498.54
Casual relief teachers	129633.54
Administration & office	406786.55
School-operated canteen	0.00
Utilities	125442.49
Maintenance	140137.49
Trust accounts	121404.77
Capital programs	461166.77
Total expenditure	2302065.00
<b>Balance carried forward</b>	545695.77

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2014

### Academic achievements

#### NAPLAN

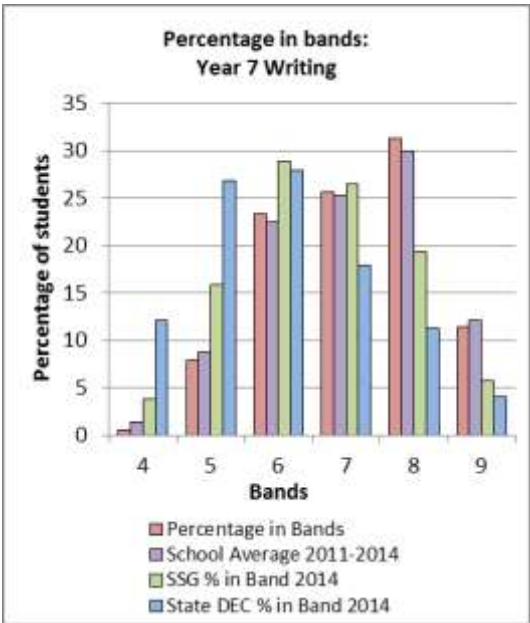
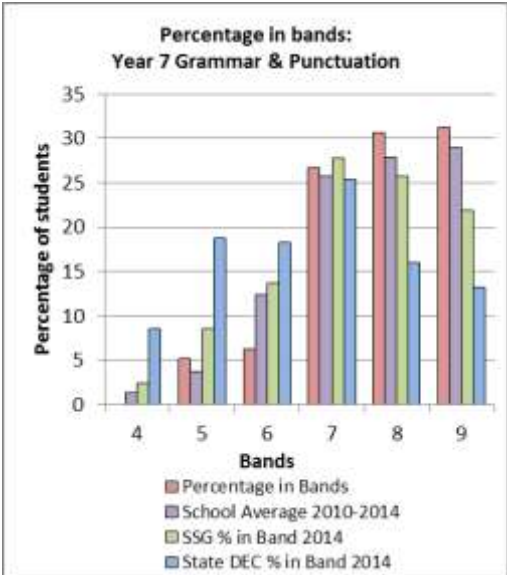
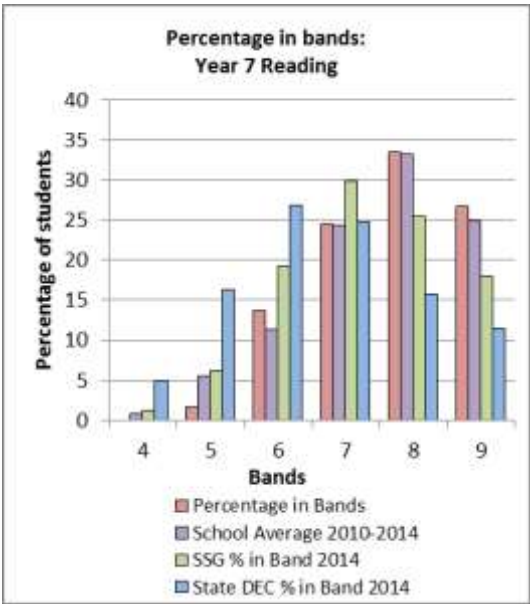
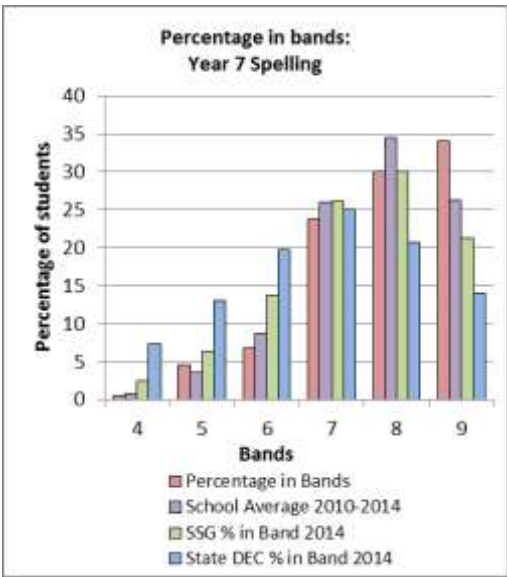
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

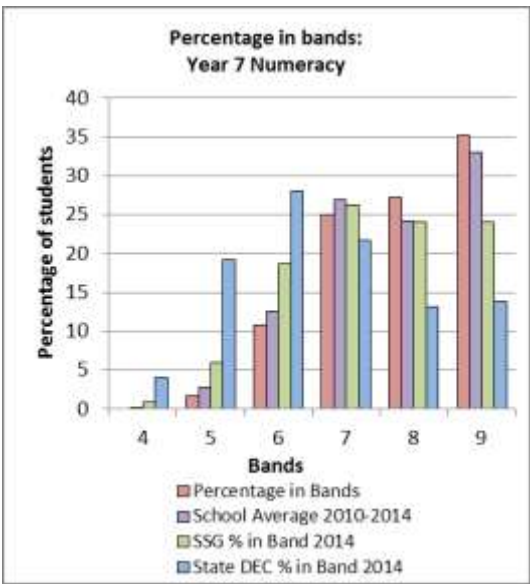
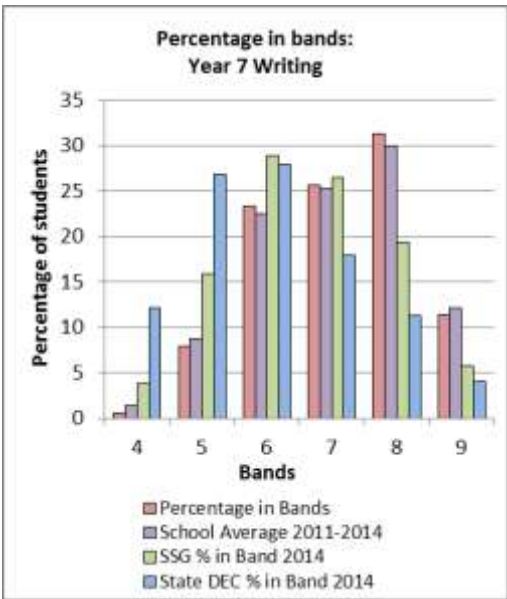
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

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

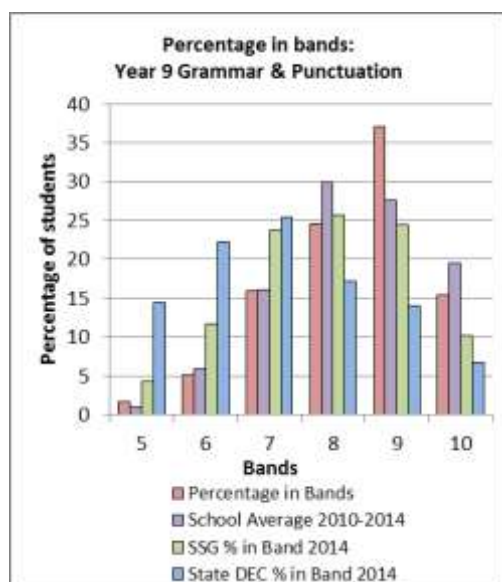
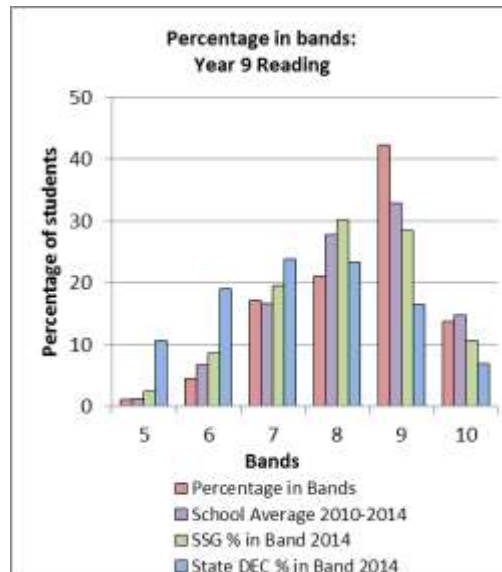
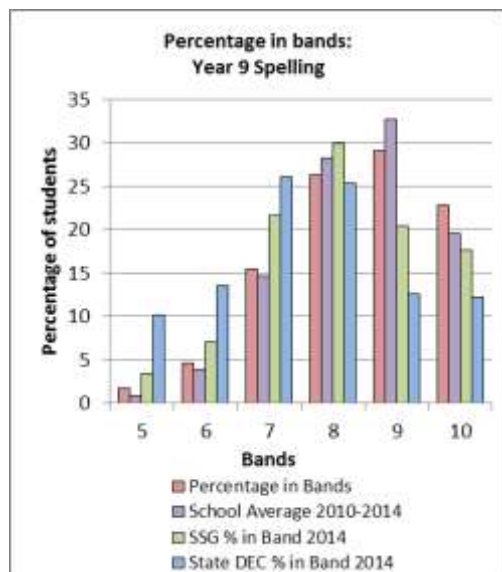
NAPLAN Year 7 - Literacy



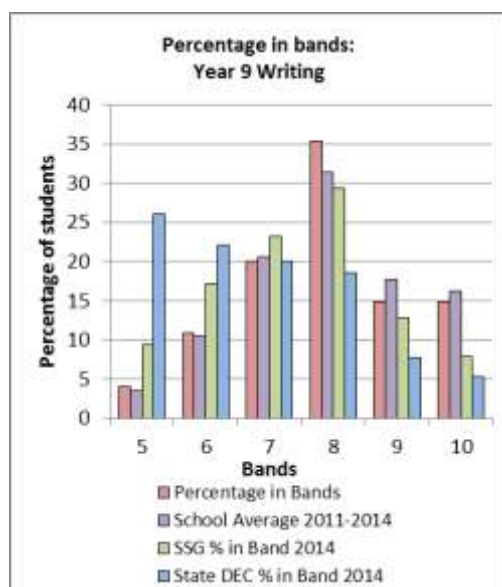
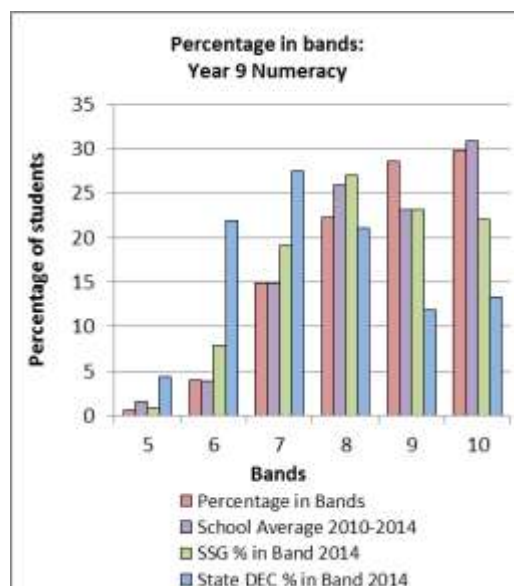
NAPLAN Year 7 - Numeracy



## NAPLAN Year 9 - Literacy



## NAPLAN Year 9 - Numeracy



In Literacy and Numeracy the 2014 Year 9 Willoughby Girls cohort:

- Outperformed the State wide percentage of students in the higher Bands 9 and 10.
- had fewer students in the lower Bands 4 and 5 or below, or at minimum standard compared to the state.

There has been a fall in the state (10 points), regional (13 points) and school level (5 points) in Writing since Year 7, but at Willoughby Girls High School the fall has been less.

EALD Beginning and Emerging learners (phase 1 and 2 students who need EALD support for

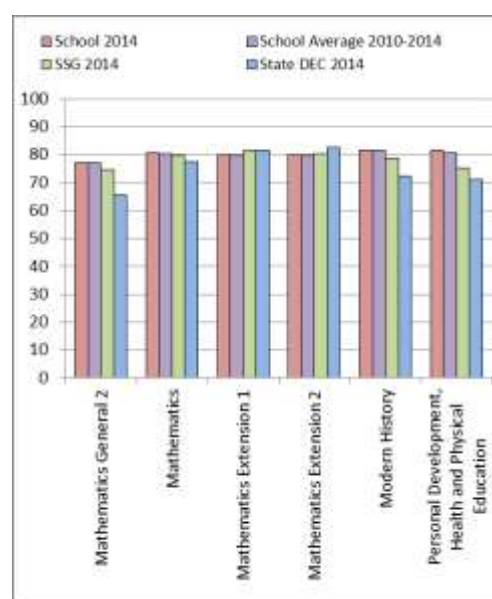
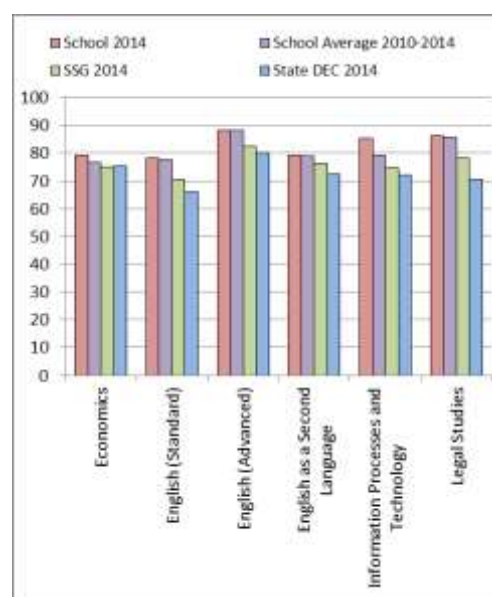
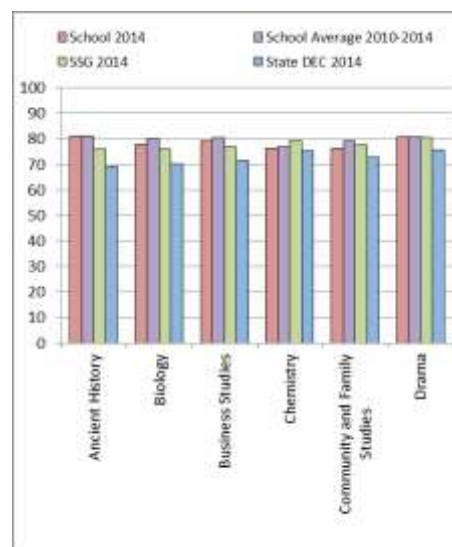
English) on average improved in their reading and writing and are above state and regional schools. Phase 3 learners on average are above state level in Reading and below regional schools; this group are above state and regional EALD phase 3 learners in writing.

In 2012 and 2014 the trend data shows that students this year 9 cohort outperformed the state in reading, writing, spelling and grammar/punctuation.

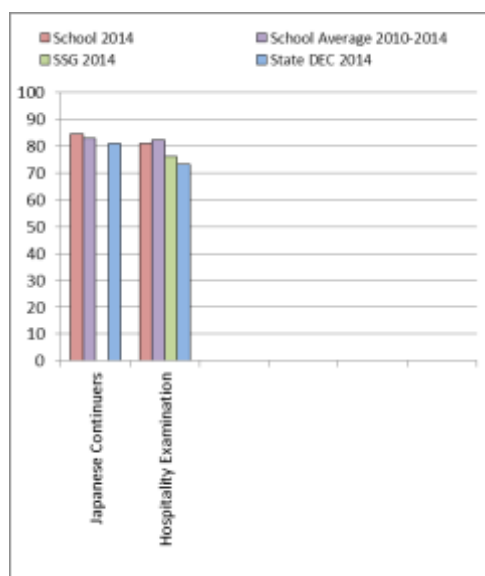
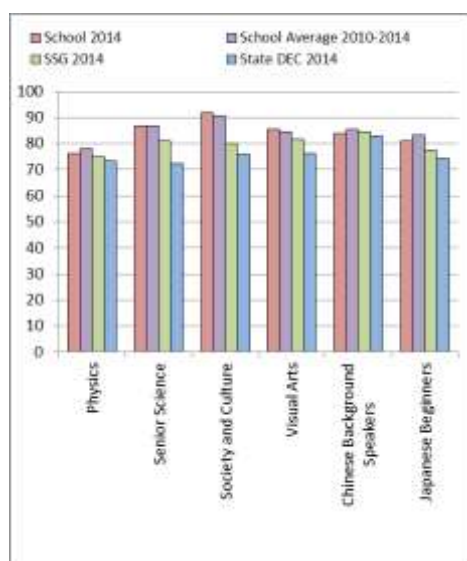
### Higher School Certificate (HSC)

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).

<b>HSC: Course Summary Table</b>				
Course	School 2014	School Average 2010-2014	SSG 2014	State DEC 2014
Ancient History	81.2	81.0	75.8	69.1
Biology	77.9	80.1	75.9	70.2
Business Studies	79.2	80.3	77.0	71.4
Chemistry	76.4	76.9	79.1	75.4
Community and Family Studies	76.4	79.0	77.5	72.8
Drama	80.9	80.8	80.4	75.8
Economics	79.3	76.7	75.1	75.2
English (Standard)	78.3	77.6	70.5	65.9
English (Advanced)	88.1	88.0	82.3	80.1
English as a Second Language	79.1	78.8	76.1	72.4
Information Processes and Technology	85.4	79.2	74.5	72.1
Legal Studies	86.4	85.5	78.4	70.4
Mathematics General 2	77.2	77.2	74.5	65.5
Mathematics	80.7	80.2	79.7	77.3
Mathematics Extension 1	80.1	79.6	81.5	81.8
Mathematics Extension 2	80.1	79.8	80.4	82.8
Modern History	81.7	81.6	78.9	72.2
Personal Development, Health and Physical Education	81.6	80.7	75.2	71.1
Physics	76.2	78.2	75.0	73.2
Senior Science	86.9	86.9	80.9	72.2
Society and Culture	92.0	90.6	80.0	76.0
Visual Arts	85.6	84.5	81.6	76.4
Chinese Background Speakers	83.9	85.6	84.5	82.8
Japanese Beginners	80.9	83.2	77.5	74.4
Japanese Continuers	84.7	83.0	N/A	81.0
Hospitality Examination	80.9	82.2	76.3	73.4







## Higher School Certificate

With a cohort of 142, 2014 HSC students at Willoughby Girls High School gained 182 mentions on the Distinguished Achievers Honour Roll (Band 6) for scoring 90 or more in a course.

Students performed above state average in most subjects, including Ancient History, Biology, Business Studies, Chemistry, Community and Family Studies, Drama, Economics, all English courses, Information Processes and Technology, Legal Studies, Mathematics General, Mathematics, Modern History, History Extension, Music 1, PDHPE, Physics, Senior Science, Society and Culture, Software design and Development, Textiles and Design, Visual Arts, Chinese Background Speakers, Japanese Beginners, Japanese Continuers, Japanese Extension and Hospitality.

Courses in which students scored at least ten points above the state average included Ancient History, English Standard, Information Processes and Technology, Legal Studies, Mathematics General, PDHPE, Senior Science and Society and Culture.

Seven students were placed on the All Round Achievers List for achieving 90 or more in ten units of study.

Five students were honoured with a place in the list of Top Achievers in Mathematics, Biology, PDHPE, Society and Culture, and Standard English.

## Other achievements

### Sport

Six girls competed at the NSW Combined High Schools (CHS) Athletics Championships.

Three 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, 15 students participated in swimming, 15 in athletics and six in cross country.



Basketball, Senior Soccer and Touch Football grade teams won their respective Super Zone Finals.

In the Northern Suburbs Basketball competition the Under 14's team were Grand Final Champions.

Twenty Willoughby Girls High School teams were registered in the Northern Suburbs Netball Association Competition. Four teams were Grand

Final victors with another three teams being runners-up in the Grand Final. Two teams reached the final and four teams reached the Semi-Finals.

In Term 1, two teams were entered in the Sydney Indoor Hockey Association Competition, Northern Schools Division. Both teams were placed in the Semi-Finals of their respective division. In Terms 2 and 3, Willoughby Girls High School had two teams entered in the Northern School Girls Hockey Competition. In Term 4, two Willoughby Girls teams entered in the Sydney Indoor Hockey Association Competition, Northern Schools Division with one team reaching the Grand Final.

Eight teams competed in the Artarmon School Girls Touch Football Competition during Terms 3 and 4, and five teams competed during Term 1. In term 3 and 4, six of the eight teams reached their grand finals.

Four girls represented Sydney North Regional teams in tennis, cross country, sailing and equestrian competitions.

Willoughby girls were finalists in the Floris Conway Cup for knockout tennis.

## **Music**

Eight students completed three different Music courses in the HSC.

One Music 1 student was nominated for Encore 2014 in Performance.

One Music Extension student achieved an HSC mark of 49 out of 50.

A total of 145 students were involved in nine extra-curricular music ensembles.

In the April school holidays, 42 students undertook the school's first overseas Music tour, performing at four different venues in Hong Kong. The Senior Wind Ensemble and Chamber Ensemble both achieved silver awards at the Hong Kong International Youth Music Festival.



The Senior Concert Band, Senior Vocal Ensemble, and one solo performer were all selected to perform in the Opera House Concert Hall for the Primary Festival Series.

The Chamber Ensemble and Choir both performed at the Sydney Town Hall, and were chosen to premiere a new work by Australian composer Paul Jarman.

The Senior Concert Band, Intermediate Concert Band, Chamber Ensemble, Senior Vocal Ensemble and Stage Band all performed in the North Shore Music Spectacular at Chatswood RSL. The Senior Vocal Ensemble, Senior Concert Band and Stage Band were selected for the final.

The Chamber Ensemble achieved a silver award at the Australian Schools Orchestra Festival.

The Senior Concert Band achieved a gold award in the NSW Schools Band Festival. The Stage Band and Intermediate Concert Band both achieved silver awards.

The Junior Vocal Ensemble performed in the Arena Choir for NSW Schools Spectacular at the QCU Arena.

Several students were selected to perform in the NSW Public Schools Arts Unit Ensembles.

The School Music Spectacular showcased 112 students in a variety of solo and ensemble performances.

Several students were selected for State Music Camps over the July vacation.

One Year 12 student was selected to perform a saxophone solo at Chatswood Rotary Club's Gordon Waterhouse Scholarship event.

## **Visual Arts**

Fifteen of the 18 students studying HSC Visual Arts achieved results in the top two bands (83% compared to the state with 48%).

Two Year 12 Visual Arts students had their Bodies of Work exhibited in ArtExpress.

Five Year 12 Visual Arts students had their Bodies of Work exhibited in the Smart Expressions Exhibition (The Willoughby City Council local schools HSC bodies of work exhibition at Artspace at the Concourse).

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

### **Science**

Year 10 Science students received 23% A and 46% B for their RoSA grades.

Year 11 Biology students received 10% A and 39% B, Year 11 Chemistry students received 15% A and 34% B and Year 11 Physics students received 5% A and 25% B for their RoSA grades.

Year 12 Biology students received 16% band 6 and 27% band 5. Year 12 Chemistry students received 13% band 6 and 40% band 5. Year 12 Physics students received 9% band 6 and 23% band 5. Year 12 Senior Science students received 36% band 6 and 57% band 5 in the 2014 HSC.

Fifty six students participated in the International Competitions for Schools (ICAS) Science Competition achieving three high distinction, 13 distinction, 29 credit and 7 merit awards.

Forty five students participated in the Royal Australian Chemical Institute Chemistry Quiz gaining seven high distinction, six distinction and five credit awards.

Nine students competed in the Science Olympiads gaining one distinction and two credit awards in the Biology Olympiads, two credit awards in the Chemistry Olympiads, and two credit awards in the Physics Olympiads.

A Year 11 Biology/Chemistry student was accepted to attend the National Youth Science Forum in Western Australia in January 2014.

A Year 11 Chemistry/Physics student was accepted to attend the Engineering Camp at UNSW in January 2014.

Year 7 Science students participated in the Reptile incursion.

Year 8 Science students attended The Surfing Scientist incursion.

Year 9 Science students visited the 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 the Botanical Garden and Year 11 Biology students participated in fieldwork at Field of Mars Environmental Education Centre.



### **English and Drama**

Students from Years 7 – 11 entered short films in the WGHS film competition, 'Flow'. The winning entry came from a group of Year 7 and 8 students.

Year 10 Drama students competed in the inter school Theatresports competition.

The 7 – 8 Drama Ensemble entered pieces in the Sydney Eisteddfod.

Year 10 students devised melodrama pieces and performed them on Open Night.

Students from Years 7 – 11 competed in the Premier's Debating Challenge. The Year 9 team were the Zone winners.

A student participated in two public speaking competitions and reached the Semi Final of the Legacy competition.

Year 7 students attended Belvoir Street Theatre to see A Christmas Carol. Year 8 students



attended an excursion to the Opera House to see a short film festival. Year 9 participated in a Bell Shakespeare workshop entitled Love's Sweet Sorrow. Year 10 saw a production of Macbeth at the Opera House.

Twenty three Year 7 students participated in the ICAS Spelling competition, earning three distinctions, seven credits and two merits.

Forty one Year 7-12 students participated in the ICAS Writing Competition achieving one high distinction, eight distinctions and 11 credits.

Forty four Year 7 - 11 students participated in the ICAS English competition, achieving four high distinctions, eight distinctions and 18 credits.



## History

Two students from Year 12 Society and Culture received High Distinction Awards for their HSC Personal Interest Projects. Only eight High Distinction Awards were distributed state wide.

72% of Year 12 Society and Culture students, 21% of Ancient History students, 25% of Modern History students and 75% of History Extension students achieved Band 6 results in the HSC.

Anzac Day was a successful event which included a multimedia presentation, and speeches based on the experiences of war.

Year 7 students participated in Medieval Day which showcased the performers 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 one 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

2014 was a year of significant change in staffing for the Social Science Faculty with the retirement of Head Teacher Mr Martz after four decades of outstanding teaching and educational leadership. Mr Palmer was appointed in Term 1 as Head Teacher of Social Science. Ms Peitz returned home to the United States at the conclusion of Term 1 after two years of highly valued teaching at Willoughby and her position was filled by Ms Elias.

Year 11 Business Studies students undertook a major research task into a real small to medium business incorporating an excursion to Ikea in Tempe where they were given a tour by the Operations Manager of their world class systems. Legal Studies visited Downing Street Courts where they spent the day inside NSW Supreme, District and Local courtrooms to improve their understanding of the criminal justice system.



The Year 10 Geography Camp in Term 1 to Port Stephens provided a valuable opportunity for



students to engage in fieldwork on the preservation of coastal dunes and meet with local stakeholders who are concerned with silting in the estuaries.

Year 8 Geography enjoyed an excursion to Flat Rock Gully that extends around the Willoughby Leisure Centre to develop their skills and understanding of the local flora and fauna and indigenous perspectives of the Cammeraygal people.

Year 9 Commerce classes were visited by a Financial Planner and all students participated in the Start Smart program run by the Commonwealth Bank and the Australian Securities Exchange Sharemarket Game.

### **Technology and Applied Studies**

In Year 7 Technology Mandatory students 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. Year 7 Technology students also attended an excursion to "Sculptures by the Sea".

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 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 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.



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 visited Ultimo TAFE to study the facilities to enhance their study of Food for Special Occasions; 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.

### **Languages Other Than English (LOTE)**

2014 was another eventful year in the Languages faculty. The most visible change this year has been the moving of the LOTE staffroom from the main block to the building that houses the Drama Studio.

Willoughby students were fully engaged in 2014, studying French, Japanese and Chinese. All year 7 students studied French in Semester 1 and Japanese in Semester 2; Year 8 undertook a full year of study in their choice of either Japanese, French or Chinese, and elective classes in these three languages ran in Years 9 to 12.

The Preliminary and HSC senior courses taught in LOTE in 2014 were: Chinese Background Speakers, Japanese Continuers, Japanese Extension and Japanese Beginners. Several students also completed courses of study in French, German and Spanish via the Open High School, and three students studied Japanese Heritage at the Saturday School of Community Languages. Highlights of the HSC results for 2014 were Chinese Background Speakers and Japanese Continuers, where the percentages of Willoughby students who achieved Band 6 results were well above the state average.

In August a number of students from Years 9, 10 and 11 took part in the Australian Council for Education Research's annual Australian Language Certificates testing program. This gave them the opportunity to compete against students from other schools nationwide in French and Japanese. In 2014, as in previous years, Willoughby students performed consistently above the national averages in each language.

Students of Japanese in Years 8, 9, and 10 had the opportunity to take part in a number of cultural activities during the year. Ms Konishi arranged for instructors in origami and sushi preparation to visit the Japanese classes, allowing the students to gain practical experience in these traditional arts. The school's video-conferencing link with Japan remained strong, and in August we were visited by a group of students and teachers from one of the schools that our students have been video-conferencing with, in Sugunami-ku, Tokyo.

### **Computing Studies**

There was a slight increase in the number of students electing Software Design & Development in Stage 5 with Year 10 units of Website Design and Gamemaking being most enjoyed by all students

At Willoughby GHS access to the National Computer Science School is through the Computer Studies course, Software Design and Development. Students from our school were again selected to attend this 10 day residential think-tank from the many applications from students across the nation. Our students continue to shine within this course and are often asked back to tutor the following year.



## **STUDENT LEADERSHIP**

### **Student Representative Council**

The 2014 Student Representative Council engaged in some key initiatives that aimed to increase student participation in school life, develop individual leadership skills and involve the students in decision making. These initiatives raised the awareness of the SRC's important role in the school, as well as promoting school spirit.

A highlight of the year was undoubtedly the inaugural SRC Talent Quest which was combined with the annual Mufti Day, held on a Friday afternoon in August, following a delicious BBQ lunch prepared by our parent helpers. The entire school was dazzled by 14 sensational acts including singers, dancers, musicians and a band. The day was enjoyed by all students, raised considerable funds for HeadSpace, which provides health services to local youth, and will hopefully set a precedent for hosting future talent quests.

The SRC hosted two other fund raising events in 2014. One event was for Galston High School, contributing to the rebuilding of their library following damage from a fire in May. The other event was held in August for the RSPCA. Each involved a different junior year hosting a bake sale. Students from Years 7 and 8 cooked cakes and sweets which sold rapidly during recess to the student body. Both bake sales were well supported and raised approximately \$800 each. The SRC was also supportive of nearby Epping Boys High – with 60 girls attending an interschool dance event in May.

The SRC continued to work hard to fulfil their regular duties including the raising of the flags each morning, the recycling program and providing daily assistance to distribute lunch

baskets to the neighbouring primary school classes.



This year, many of the SRC students were offered leadership development opportunities. These included senior students attending an International Women's Day Breakfast in the city; contributing to the Red Shield Youth Project, participating in a School Leaders Lunch at Parliament House and attending yLead's National Student Leadership Conference. Junior members of the SRC attended a Change Seminar at Roseville Ladies College. Each of these events helped to broaden student horizons and aspirations, as well as inspire and develop their contribution within our own school community.

Other key initiatives of the SRC included a student produced newsletter and a birthday lollipop project. The aim of these initiatives was to raise awareness of the SRC in the school.

SRC members were also pleased to be able to consult and be consulted with by the school's executive staff about school decisions, such as the introduction of a new school hat. The SRC is also appreciative of the staff and executive for the expression of their full support for each initiative this year.

The SRC body of 2014 is proud to have made such a significant contribution to the school this year and feel confident about the continuation of this role residing with the incoming Student Representative Council of 2015.

### **Prefects**

Senior members of both the Student Representative Council and the Prefect body represented the school at various events such as the Annual International Women's Day Breakfast and as speakers at both the ANZAC Day Dawn Service and the Laurel Bank ANZAC service. As Year 12 students we have worked together to raise over \$13,000 for various charitable

organisations and worthwhile causes such as Care Australia and for International Women's Day. These generous results are reflective of the lessons and values we have been taught at Willoughby. To be kind, hardworking, keen to help others in need and independent women who can make a difference.

These values have been instilled in us throughout our time at Willoughby Girls by the teaching staff. When people ask me what makes Willoughby Girls different from all the other schools in our region, I always reply with 'teachers'. Without the teaching staff, the values and lessons that have shaped us as young independent women would not have been realised. Every teacher contributed to ensuring the smoothest and most successful journey through our final school year. They have always shown support and belief in our capabilities even in times when we couldn't see them ourselves.

With the HSC finally over, we find ourselves on a threshold. I am calm and excited because I know that Willoughby Girls High School has taught me invaluable lessons that I will carry through any situation I face. In this way I am so grateful for my time at Willoughby, and I am beyond honoured and proud to have been a member of the class of 2014.

### **Brae Aslanidis, School Captain**



## **Significant programs and initiatives – policy**

### **Respect and Responsibility Report**

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. They also took part in an Enlighten Education presentation which focused on Year 7 transition into secondary school.

Year 8 was presented to by Rising Generations. The focus of the presentation was on self-esteem, media awareness, confidence and resilience and building healthy relationships.

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

Year 10 had welfare days that focused on mental health issues, goal setting, and resilience and future pathways. Brainstorm productions presented Wired and Values for Life presented Plugged in and Things that Matter.

Year 11 Camp was held at Narrabeen Sport and Recreation Centre. It was an outdoor education three day camp which focused on trying new activities, teamwork, forming new friendships and building trust. This was the first year that this camp became an overnight experience. During the program study skills were presented by Elevate Education which focused on study strategies, timetabling and goal setting. The Chatswood Police Liaison officer presented on the first evening and discussed issues relating to drugs and alcohol.

Year 12 Study skills day was a new format this year. It combined presentations from previous students, goal setting and growth mindset strategies and a presentation by Human Connections. The focus was around goal setting, understanding the functioning of the brain and relaxation/concentration techniques. Ms Diprose, Ms Alfonso and Ms Henzell assisted with goal setting and introducing the concept of growth mindsets.

Following the training of all Year 9 in Peer Support at the end of 2013, 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 created 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. As part of the Geography curriculum Year 10 students worked with the Gibberagong Environmental Education Centre to develop



resources around the study of Coastal areas in Pittwater and consulting with local Aboriginal people.

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. In 2014 the Beatty Clan Dance Group performed for PDHPE classes. The performance was in two parts, the first focusing on the music, dance and culture of the Torres Strait Islands, the second half focusing on the music and dance of Aboriginal culture.

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.

Throughout 2014 two teachers have been attending the local AECG meetings to engage with the local community and are planning NAIDOC week celebrations for 2015 with the community.

### **Multicultural education and anti-racism**

Willoughby Girls High School can continue to be proud of its tradition of tolerance and cultural diversity within the NSW Department of Education and Communities. Throughout 2014 the students of Willoughby Girls High School interacted on a daily basis 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.

The cultural exchange with students and teachers from Sugunami-Ku, Japan, which proved so popular in 2013, was continued in 2014. Willoughby students and members of the public billeted the Japanese students, who came to the school for three days to observe lessons and take part in a range of activities. The exchange was greatly enjoyed by both the Australian and

Japanese students, and plans are afoot to run the exchange again this year.



The annual school Multicultural Day, always a highlight of the Willoughby Girls High School calendar, was a great success. 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 various countries and a variety of games played by people around the world were introduced and were tried by many students and teachers on the day. The live performance for the day was by a Japanese dance group, who performed a variety of traditional and modern Japanese dances. Students were then instructed in the dance steps by the performers. Year 7 students also entered a poster competition as part of the Multicultural Day celebration program.

### **Significant programs and initiatives – equity funding**

#### **Aboriginal background**

The school received \$406 equity funding for Aboriginal students. This was used to improve the learning outcomes of students through Teacher Professional Learning.

#### **Socio-economic background**

The school received \$11,027 funding for students from lower socio-economic backgrounds. \$1,938 was used to subsidise student excursions; \$924 was used to subsidise student subject fees for consumable items; \$1,108 was expended on uniform and other sundry items for students in need; the remainder was expended on course fees for Teacher Professional Learning to enhance learning outcomes for all students. These course fees paid for 13 teachers to undertake various courses including Making Thinking Visible which has resulted in higher levels of engagement and

deeper thinking by students in all curriculum areas. Teachers who have completed courses have shared their learning with colleagues across the school.

### English language proficiency

Willoughby Girls High School has 545 Language Background Other Than English students and of these, 296 were identified as requiring English as an Additional Language or Dialect support: 70 at the Emerging phase, 188 at the Developing phase and 38 at the Consolidating phase.

Of these numbers, 227 students received specialist EALD support.

There were 29 International Students in the school in 2014, 18 of whom were at the Emerging phase and 11 at the Developing phase.

The EALD program is delivered by 2.6 EALD teachers using three modes:

- direct teaching of senior ESL Preliminary and HSC classes in English
- direct teaching of junior and senior students in before and after English language school classes
- collaborative and team teaching across most Key Learning Areas including lesson planning and resource preparation.

Support was offered across Biology, Geography, Chemistry, Drama, TAS and Science where a need for EALD support was identified.

EALD staff also work within regular English classes, supporting identified students.

With a shift from parallel English classes in junior years to integrating students to mainstream classes, the need for support in other subjects has been met by the collaborative teaching mode of delivery, in at least one class per fortnightly cycle.

### Percentage of EALD Students in Top Bands- NAPLAN 2014

	Reading	Writing	Numeracy
Year 7 WGHS	26.7%	11.4%	35.2%
Year 7 State	12.9%	4.9%	14.8%
Year 9 WGHS	13.7%	14.9%	29.7%
Year 9 State	7.9%	6.5%	14.1%

The Willoughby Girls High School Year 7 and 9 cohorts in 2014 outperformed the state in the highest bands in reading, writing and numeracy and in all specific areas of literacy and numeracy that NAPLAN tested (including grammar, spelling, punctuation).

When students arrive from Chatswood Intensive English Centre, they are greeted by Ms Wajs and a buddy student who stays with them for their three day school experience before the student commences full time in the following term.

Overall WGHS trend data shows that in all areas of literacy the school outperformed the state; however there some items where the EALD students did not outperform the State. The ability to engage, orient and persuade the reader through the use of a catchy title; the controlled use of persuasive devices such as emotive words and hyperbole; the use of modals 'must' and 'should' and the writing of a consistently persuasive text were below the state levels of achievement.

Sentence structure was simple and not varied. The use of complex sentences using varied and controlled connectives, quality sentences that are complex and correct (clause types and variety needed) and well developed sentences that express precise meaning and are consistently effective were below the State in Year 9, 2014.

Spelling of challenging (complex 4 and 5 syllable irregular words) and difficult words was below the State.

### Learning and Support

The school was allocated 0.7 Learning and Support Teacher and this was supplemented to 0.8 from Integration Funding to ensure all students requiring learning support were effectively supported, including those with targeted funding.

The Learning and Support Team, consisting of the Head Teacher Well-being, Learning and Support Teacher, School Counsellor, Careers Adviser and Deputy Principal developed the school's Learning and Support Framework. This framework provides a structure for the effective programming and delivery of learning support in regular classrooms.

Personal Learning Plans were developed for several students and disseminated to all teachers

and learning support teaching resources were also provided to all teachers.

The Learning and Support Teacher trained teaching staff in strategies for assisting identified students in the regular classroom and occasionally provided one-on-one support to targeted students.

The Team also developed a streamlined Learning and Support referral process and procedures for students requesting special provisions for examinations.

Learning and Support meetings were held regularly and attended by members of the Learning and Support Team as well as a teacher representative from each faculty. This was to ensure information was disseminated effectively across the school.

## **School planning and evaluation 2012—2014**

### **School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 the school evaluated Student Welfare, the Mathematics faculty and the TAS faculty

#### **WELFARE PROGRAM EVALUATION**

Throughout Term 4 the Wellbeing team spent time reviewing various welfare programs. This review began at the first Wellbeing Conference. The conference was a day which allowed the Wellbeing team to evaluate current programs and participate in professional learning. The evaluation purpose was to review the school plan (2014-2016) which includes the priority area of Student Wellbeing. The review included:

- developing an overall Wellbeing philosophy – introduction of the Mindmatters framework
- reviewing a Year Advisor and Assistant Year Advisor role statements
- evaluating some welfare procedures, such as communication and storage of student information
- continued use of the Sentral Wellbeing module – use regarding storage of student information and absenteeism

- reviewing year group 'Wellbeing Days' in terms of the effectiveness of presentations
- identifying and booking presenters for 2015 Wellbeing Days
- reviewing the Peer Support program
- reviewing the new mentoring programs, e.g. teacher mentoring, the Raise program
- finalising the Learning Support framework
- reviewing the Learning Support programs – professional learning adjustments, staff collaboration.

### **Technology and Applied Studies faculty evaluation**

#### **Purpose:**

To identify strategies to increase student participation in Technology and Applied Studies (TAS) subjects and maximise student performance in TAS.

#### **Methodology:**

The evaluation employed a methodology which required the school to draw random samples of students, staff and parents. This provided a cross section of the school community with an opportunity to meet with the evaluation team members to present their views on the school's performance according to the terms of reference.

The evaluation team members subsequently interviewed six members of the TAS teaching staff, 15 parents and 50 students in small groups. Students were randomly selected from Years 7 – 11. The review team observed 6 lessons.

The evaluation team also undertook a detailed analysis of school documentation relating to the terms of reference.

Thus a mix of qualitative and quantitative investigation methods was used for the evaluation.

#### **Findings:**

Many positive statements were made about Willoughby Girls High School. These ranged from expressions of support for the staff at the school and the work they do, to the excellent Higher School Certificate results for which the school has earned a state-wide reputation. Many parents and students acknowledged the diverse education the school offers to its young people.

Most respondents rated high expectations of student achievement at the top of their satisfaction scale while students stated that they were nearly always expected to do their best.

Limited storage facilities and specialist classroom space was identified as of importance by staff and students.

The TAS staff see benefit in additional professional development to develop and extend their skills across their subjects.

At times, students find programs, units of work and assessment task requirements difficult to understand and would like greater clarity around instructions. A greater focus on design elements and the practical component of tasks would also engage and motivate more students to select and participate in TAS subjects.

### **Recommendations:**

The TAS faculty area is to be reorganised and restructured to facilitate improved teaching and learning.

Programs, units of work and assessment tasks should to be rewritten to include a more detailed explanation of task requirements. A greater focus on design, combined with more in class time for completion of practical work, should also be incorporated.

Staff should be provided with access to additional professional development to broaden and expand their knowledge and skills in an ever changing and evolving area of the curriculum.

## **Mathematics faculty evaluation**

### **Purpose:**

To evaluate the quality of teaching and learning and collaborative working practices in the Mathematics faculty.

### **Methodology:**

A team consisting of the principal, a teacher from the Mathematics faculty and a Head Teacher Mathematics from another high school interviewed randomly selected students (60) and parents (15) as well as all Mathematics teachers, evaluated teaching programs and other faculty documentation and observed lessons. This provided qualitative and quantitative data drawn from the whole school community in relation to the terms of reference.

### **Findings:**

Mathematics teaching at Willoughby Girls High School is effective and in some aspects, outstanding. Students and parents are generally happy with the quality of teaching, the commitment and expertise of the teaching staff and the quality of resources available for students. Assessment task notifications follow policy requirements regarding timing and detail and teachers take time to explain all requirements to the satisfaction of students and parents. All teachers are committed to maximising student enjoyment and understanding of mathematics, are approachable and supportive and classrooms are characterised by mutually respectful relationships.

Students and teachers value the teaching routines of teacher-led worked examples followed by time for students to practice in class then homework to consolidate new learning. However, several students indicated that more regular linking of mathematical concepts to the real world with opportunities for more practical activities would significantly benefit their engagement and achievement in mathematics. Higher achieving students would also benefit from more challenging problems to practice with. Greater consistency in additional resources across all classes is seen as desirable by senior students.

While programming has recently taken a positive turn, more needs to be achieved in this area. All teachers need to be involved in programming and time needs to be allocated to ensure the inclusion of teaching and learning strategies, specific adjustments for lower achieving and higher achieving students, additional resources and syllabus outcomes in all programs.

Improved student learning outcomes could be achieved through the systematic analysis of NAPLAN, HSC and internal assessment data and the subsequent identification and tracking of underachieving and higher achieving mathematics students.

In line with the 2015 – 2017 School Plan, roles and responsibilities within the faculty should be shared and role statements and expectations clearly articulated. Opportunities for more collaborative programming, setting of assessment tasks, corporate marking and policy development would benefit both teachers and students.



## **Recommendations:**

All teachers need to engage more actively and systematically in professional learning to meet individual, faculty and school priorities as outlined in the 2015 - 2017 School Plan.

All teaching and learning programs should be collaboratively written and reviewed annually.

Opportunities for setting and marking of assessment tasks need to be collaboratively established including the number and type of formal assessment tasks for each Year

The faculty needs to establish systems for analysing student achievement data and long term tracking of student growth.

## **School planning 2012-2014:**

### **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 in 2014:**

##### **More effective transition programs**

The Year 7 transition programs were evaluated and revised during Term 4. As a result, the Peer Support program, Orientation day and Year 7 Orientation week were updated for implementation in 2015. These updates include changes to timing of the Peer support program to extend across three terms, an inclusion of 'Wellbeing' lessons for Year 7 once per week for each class throughout the year, treasure hunt around the school for familiarisation.

Year 10 transition to senior school: The committee, that was formed last year, designed and presented a survey to Year 10 which identified their study habits, concerns about senior school and strategies to assist them in the future. From the information collated, selected Year 11 students attended an extended Homeroom time in Term 4 to discuss any concerns Year 10 students had with regards to the senior school. Also, all Year 10 students were interviewed (with parents) by careers advisors to discuss their subject choices for the senior school.

This was to answer any questions the students had and to assist in making appropriate choices for their future.

##### **Existing effective wellbeing programs**

All wellbeing programs were evaluated during the Wellbeing conference to determine effectiveness. As a result, some programs have been continued, whilst others have been modified. These include the Raise program, teacher mentoring, wellbeing presentations, and Year 7 and 11 camps. The Mindmatters framework was also established. This framework focuses on four key areas – Positive school community, Student skills for resilience, Parent relationships, Supporting students with mental health concerns.

##### **Implementation of mentoring programs**

The Raise program and teaching mentoring program were introduced this year. The Raise program involved the selection of 10-15 students across Years 8-10 who regularly met with mentors. This program was extremely valuable and will be used again. The teacher mentoring program involved teachers mentoring two to three Year 12 students throughout the year. This was on a volunteer basis and involved meeting with each other to discuss school issues. This was also an effective program.

##### **Resilience programs in PDHPE curriculum**

The PDHPE program addresses positive mental health both in Stages 4 and 5. Issues relating to effective communication and promoting supportive relationships are featured in programming and are integrated in a range of topic concepts. Resilience is a central theme within class activities. Students are encouraged to learn from their mistakes, develop assertive practices and respond to challenges positively. Students learn more effectively when they participate in small groups where perspectives are shared. Leadership qualities and peer support structures are encouraged.

##### **Parent information evenings**

Professor Jennie Hudson (Research Fellow from the Centre of Emotional Health, Department of Psychology, Macquarie University) spoke to parents at an information evening focused on anxiety. She outlined the main types of anxiety and skills to improve resilience and reduce increased anxiety. Professor Hudson also presented to the staff at a staff meeting on these same issues.

## **Cyber etiquette and cyber safety**

With the introduction of the Bring Your Own Learning Device policy in Semester 2, 2014, all students were reminded of cyber etiquette and cyber safety through Year meetings with Year Advisers and the Computing Studies Head Teacher as well as regular reminders in daily notices read in Home Room. All students were also required to sign a revised Information and Communication Technology Agreement which clearly outlines acceptable behaviours in relation to the use of technology and the Internet.

Additional Interactive Whiteboards were installed throughout the school to extend the digital resources available for students and staff to enhance learning within the classroom. Some of these included interactive projectors which enabled the whiteboards to become truly multi-functional devices.

With the extension of the Sentral school and student management software the more efficient management of attendance and trend data has been facilitated.

The introduction of the Bring Your Own Learning Device (BYOLD) program enabled students to become more comfortable within their learning environment by reducing the anxiety they felt with the DER devices. The general uptake of the program was immediate and enthusiastic with parents eagerly seeking devices for their daughters.

With the ending of the DERNSW state program the school determined the employment of the Technical Support Officer (TSO) was a valuable addition to our ICT team. Consequently, the school has maintained the TSO position funded by the school.

Staff tablets were introduced to enable staff to have more mobile digital access throughout the school. The tablets were set up with both a normal school network profile as well as a stand-alone profile for ease of use, especially away from the school.

## **School priority 2: Quality teaching and learning**

### **Outcomes from 2012–2014**

- 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.

### **Evidence of achievement of outcomes in 2014:**

Less summative assessment tasks in most courses in the junior school

Nine teachers completed the Making Thinking Visible course and shared their learning with colleagues through professional learning sessions. The use of these routines in classrooms resulted in greater student engagement in higher order thinking

Teachers engaged in several individual and group professional learning sessions on using technology in the classroom to enhance learning. This resulted in more effective use of the interactive whiteboard technology as a teaching tool and teachers' increased use of student technology in everyday learning.

## **School priority 3: Leadership**

### **Outcomes for 2014**

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

### **Evidence of achievement of outcomes in 2014:**

Students voice increased across the school largely via the SRC who organized student run activities, negotiated new uniform items, led fund raising activities for charity and provided detailed feedback to the schools' executive team on issues raised by students in student surveys.

All executive staff participated in leadership professional development including understanding what leadership is, engaging with the NSW Teaching Standards at Highly Accomplished and Lead levels to ascertain broader aspects of their leadership roles in the school.

Classroom teachers have opportunities to lead and participate in the decision making for projects and programs around the school including SRC, technology, professional learning.

## **Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school. All teachers and students, as well as 119 parents responded to a four question survey:

What do you value most about this school?

What do you like but would like changed?

What should be added to improve the school?

What should be discarded?

Teachers and students responded in small groups and parents responded to an online survey. Responses were collated and the most frequent responses were utilized in the preparation the school's 2015-2017 Strategic Plan.

All groups value highly the quality of the students and teachers and the excellent support and involvement of parents in the school. High expectations of students' learning and behaviour, the firm and application of consistent school rules and policies, the excellent academic achievement of students and the strong reputation of the school within the community were all seen as important.

The physical school environment was identified by all groups as needing attention. The inadequate number and size of learning spaces was identified by teachers as limiting the scope of teaching and learning activities students are able to engage in. The poor quality of some facilities, notably student toilets and change rooms, was highlighted by students.

Many parents would like to have more regular feedback on their daughters' progress and greater direct access to teachers. Teachers would prefer a less time consuming student reporting process.

Overall parents and students are satisfied with the learning opportunities provided by the school. Teachers are equally satisfied with the high levels of student engagement and interest in learning and the support provided by parents.

## **Future Directions**

### **2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan is published on the school's website from the beginning of Term 2 2015.

**The three priorities are:**

**Student and staff well-being:**

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

### **Quality teaching and learning to enhance student outcomes**

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

### **Leadership for a self-sustaining, self-supporting school**

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

Please visit the school's website to read the full School Plan

## **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.

Elizabeth Diprose, Principal

Jennifer Watts, Deputy Principal

Scott Leavers, Deputy Principal

Tania Prowle, Head Teacher Well-being (relieving)  
Suzanne Brown, Head Teacher English & Drama  
Carren Allen, Head Teacher History  
Cheryl Blomfield, Head Teacher TAS  
Frank Maltese, Head Teacher CAPA  
Matthew Palmer, Head Teacher Social Science  
Janet Merkur, Learning and Support Teacher  
Sharon Piech, Teacher (SRC Manager)  
William Pape, P&C President  
Jeni Kirk, Senior Administration Manager  
Brae Aslanidis, School Captain  
Beth Croft, SRC President

### **School contact information**

**Willoughby Girls High School**  
**150 Mowbray Road, WILLOUGHBY NSW 2068**  
**Ph: 9958 4141**  
**Fax: 9967 2174**  
**Email: [willoughbg-h.School@det.nsw.edu.au](mailto:willoughbg-h.School@det.nsw.edu.au)**  
**Web: [www.wghs.nsw.edu.au](http://www.wghs.nsw.edu.au)**  
**School Code: 8159**

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>