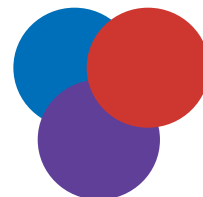


Willoughby Girls High School Annual Report



2015

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Introduction

The Annual Report for 2015 is provided to the community of Willoughby Girls High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Elizabeth Diprose
Principal



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Message from the Principal

Willoughby Girls High School is proud of its tradition as a truly comprehensive public school which provides many opportunities for girls in the local community to achieve personal excellence. The school's achievement as the top ranking comprehensive public school in the 2015 HSC is underpinned by our broad curriculum, outstanding teachers, high expectations and active and supportive parents.

In addition to academic excellence, other enrichment opportunities are provided by the Parents and Citizens Association (P&C) through significant funds. In 2015 the P&C contributed over \$150,000 to various programs including the new, and much needed, shade structures, year 7 and 8 High Resolves and the costs involved in our annual presentation day which we now hold at the Concourse in Chatswood. The P&C also provides a myriad of extra-curricular activities, including the extensive music and sports programs. In 2015 over 130 girls were engaged in the Music Ensembles and the parents managed several basketball, touch football, hockey and netball teams.

Further extra-curricular opportunities provided by teachers at the school include the Junior Drama Ensemble and the Junior and Senior Dance Ensembles, the Vocal Ensembles and the Duke of Edinburgh Award Scheme, as well as Debating and Public Speaking, Mock Trial, and a range of special interest groups.

2015 saw the school's implementation of a range of new Department of Education initiatives, most notably the processes of school planning and accountability. The 2105-2017 School Plan was developed in consultation with teachers, parents and students and has provided the school with the focus to ensure ongoing improvement and excellence in student wellbeing, quality teaching and learning and leadership development for students and staff. The progress we have made on this three year plan is outlined in this report.

I feel very privileged to be principal of this excellent school and thank all who contribute to the school's outstanding achievement 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.

Elizabeth Diprose
Principal

Message from the Student Leaders

The Prefects of 2014-2015 organised various events for the school and participated in different community events throughout the year.

The school was sprinkled with purple as International Women's Day activities commenced. The theme was 'Make It Happen' with the school showing support for gender equality in a myriad of ways. A new Prefect initiative was implemented this year; a cupcake stall with statistics about women's rights attached to each cupcake. In addition to selling purple ribbons, we raised over \$1000 for UN Women and Fitted for Work, organisations which promote the social inclusion of women at community and global levels. This was such an important event because, as empowered young women, it is especially our role to raise awareness about gender inequality.

Charities Day was a highly successful event which reflected the cohesiveness of Willoughby Girls. Guided by the Prefects, Year 12 ran various food and entertainment stalls. The hard work of the cohort and active involvement of students and teachers was reflected in the funds, raising over \$8813 for the Sydney-based charity Project Futures which aims to combat human trafficking.

The Prefects made their presence felt in the community, participating in local ANZAC commemoration services at St Stephen's Anglican Church Willoughby, the Chatswood Remembrance Garden and Laurelbank Centre Willoughby as well as a school ceremony. These involved reading war poems, letters and delivering speeches addressing the relevance of the ANZAC legend to the younger generations.

The Prefect body held an afternoon tea which provided a great opportunity to share ideas about initiatives and programs with Prefects from local schools. The Vice Captain Eleanor Imlay and I also attended the Secondary School Leadership Luncheons at Parliament House and Government House where we met politicians which gave us an insight into the work of leaders at a state level.

2015 was a productive year with the events showcasing the enthusiasm of students and teachers at Willoughby Girls.

Saye Kaeo Saylan
School Captain 2014-2015



School background

School vision statement

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

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

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

School context

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

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Parents and Student Representative Council members thoroughly examined the Schools Excellence Framework document and identified strengths and areas for improvement based on their experiences of the School. All teachers examined the Framework in relation to our School Plan 2015-2017 and the progress made during 2015. The results of this self-assessment are summarised below.

School Excellence Framework - Self-assessment survey

LEARNING CULTURE *Sustaining and Growing*

- All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both.
- Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies.
- Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.
- There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.
- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.
- Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

WELLBEING *Sustaining and Growing*

- Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
- Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code.
- The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.
- Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.
- Students care for self, and contribute to the wellbeing of others and the wider community.

CURRICULUM AND LEARNING *Sustaining and Growing*

- School plans elaborate on what all students are expected to know, understand and do.
- Curriculum delivery integrates technology, library and information services.
- The school provides a range of extra-curricular offerings for student development.
- Teachers differentiate curriculum delivery to meet the needs of individual students.
- Curriculum provision is enhanced by learning alliances with other schools and organisations.
- There are systematic policies, programs and processes to identify and address student learning needs.
- Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

ASSESSMENT AND REPORTING *Sustaining and Growing*

- The school analyses internal and external assessment data to monitor, track and report on student and school performance.
- Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation.
- Parents are updated on the progress of their children.
- Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.
- The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.
- Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.
- Students use reflection on assessment and reporting processes and feedback to plan learning.
- Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students.
- Evaluating and reporting student performance data underpins the whole-school assessment strategy.

STUDENT PERFORMANCE MEASURES *Excelling*

- Students are at or above national minimum standards on external performance measures.
- Students are showing higher than expected growth on internal school performance measures.
- The school: - achieves excellent value-added results, and/or - most of its students achieve at high levels of performance on external performance measures.

EFFECTIVE CLASSROOM PRACTICE *Sustaining and Growing*

- All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.
- Teachers provide explicit, specific and timely formative feedback to students on how to improve.
- The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence based practice.

DATA SKILLS AND USE *Delivering*

- Teachers analyse and use student assessment data to understand the learning needs of students.
- The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data.
- Data analysis informs the school's learning goals and monitors progress towards them.
- School analysis of student performance data is provided to the community on a regular basis.
- The school leadership team regularly uses data to inform key decisions.
- Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.
- The school leadership team engages the school community in reflecting on student performance data.

COLLABORATIVE PRACTICE *Sustaining and Growing*

- Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs.
- Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.
- Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups.
- The school identifies expertise within its staff and draws on this to further develop its professional community.
- Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

LEARNING AND DEVELOPMENT *Sustaining and Growing*

- Teachers participate in professional learning targeted to school priorities and their professional needs.
- The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development.
- The school has processes in place for teachers' performance and development.
- Beginning and early-career teachers are provided with targeted support in areas of identified need.
- Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.
- Teachers actively share learning from targeted professional development with others.
- Teachers draw on and implement evidence-based research to improve their performance and development.
- The school is recognised as expert in the provision of support to beginning and early career teachers.

PROFESSIONAL STANDARDS *Sustaining and Growing*

- Teachers understand and implement professional standards and curriculum requirements.
- Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes.
- The school has a culture of supporting teachers to pursue higher-level accreditation.
- Teachers work beyond their classrooms to contribute to broader school programs.
- The teaching staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.

LEADERSHIP *Sustaining and Growing*

- The school community is positive about educational provision.
- Links exist with communities of schools, other educational providers and other organisations to support the school's programs.
- The school solicits and addresses feedback on school performance.
- Leadership development is central to school capacity building.
- Staff have purposeful leadership roles based on professional expertise.

SCHOOL PLANNING, IMPLEMENTATION AND REPORTING *Sustaining and Growing*

- Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school.

- The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.
- The school plan aligns to local and system priorities and ensures responsiveness to emerging needs.
- Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.
- The school acknowledges and celebrates a wide diversity of student, staff and community achievements.
- There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.
- The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans.
- Established processes build the capacity of the school community to use data and evidence for strategic school improvement.
- The school uses collaborative feedback and reflection to promote and generate learning and innovation.

SCHOOL RESOURCES *Sustaining and Growing*

- School staffing ensures that full curriculum implementation and delivery requirements are met.
- Systematic annual staff performance and development reviews are conducted.
- The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning.
- Workforce planning supports curriculum provision and the recruitment of high quality staff.
- Physical learning spaces are used flexibly, and technology is accessible to staff and students.

MANAGEMENT PRACTICES AND PROCESSES *Delivering*

- The school leadership team communicates clearly about school priorities and practices.
- Administrative practices effectively support school operations and the teaching and learning activity of the school.
- Accountability practices are tied to school development and include open reporting to the community.
- The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.
- There are opportunities for students and the community to provide constructive feedback on school practices and procedures.
- Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.



Strategic Direction 1

Student and staff wellbeing

Purpose

To build a self-supporting, equitable society by empowering all members of the school community to contribute positively to all aspects of their lives, 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.

Overall summary of progress

The school made significant improvement in student wellbeing outcomes as measured by the Tell Them From Me student surveys. There was significant improvement in students' sense of belonging and positive relationships with peers. Students also reported growth in intellectual engagement, interest and motivation, and effort. The reinvigoration of the Peer Support program and the continuation of the Year 12 teacher-student mentor program are likely contributors to this improvement. Twelve girls from Years 8 and 9 attended the RAISE Program for one hour each week across Terms 2 and 3. Each girl had her own mentor, and the programs were tailored to suit the individual needs of the mentees. Some of the programs focused on organisation, goal setting, managing friendships and developing self-confidence.

The School's Wellbeing Team continues to be proactive in identifying and supporting students at risk academically and socially. Greater teacher utilization of the wellbeing data collection aspect of Sentral has ensured teachers can more easily access information about students' needs and accommodate these in the classroom.

The annual Wellbeing Conference was focused on understanding the wellbeing framework and how we, as a school, can best use the framework in our school setting. The Wellbeing Team members looked at Positive Education in schools and how Year Advisers can apply these approaches to our students to improve wellbeing. We also evaluated school wellbeing programs and reflected on what we were doing well and what we needed to improve on.

Crossroads in Year 11 was again incorporated into Year 11 camp as well as school sessions in Term 1 which focused on safety, sexual education, motivation (growth mindset), reducing anxiety, overcoming adversity, sexual assault awareness and drug education.

In Homerooms, students were involved in a range of wellbeing events such as the National Day of Action against Bullying and Violence.

Staff wellbeing was addressed through greater involvement in whole school decision making, such as ongoing consultation over the School Plan, Professional Learning being aligned with teacher identified interest and needs, and sessions on strategies for stress management and relaxation. Teachers had increased opportunities to work with colleagues across all faculty areas, ensuring a broader sharing and acknowledgement of teachers' expertise.

Through a continuous professional learning focus on both pedagogy and wellbeing, the Term 4 Executive Conference developed ideas for ensuring that wellbeing becomes more consciously central to teaching and learning in all lessons and student programs. Work began on developing a framework for use across the school.

The school has begun the roll-out of the Growth Mindset approach to student and teacher learning and achievement through School Development Day presentations and presentations to senior students. Progress in this area did not reach our target, however, the school is poised to develop this more thoroughly in 2016.

Strategic Direction 1

Progress towards achieving improvement measures		Resources (annual)
Improvement measure Evaluation and reprogramming of the Year 7 transition to high school, including Peer Support	Progress achieved this year The updated Peer Support program was run for the first time and proved to be a major contributor to Year 7 students adapting to the high school setting. Year 10 students demonstrated effective leadership throughout the program. Year 7 testing was evaluated and new tests, including a general capability and problem solving test was purchased for the 2016 Year 7 group.	\$505
Improved resilience in students as reflected in Tell Them From Me survey and other well-being data	Tell Them From Me surveys showed a 3% increase in students having a strong sense of belonging at school and a 7% increase in students with positive relationships at school. There was a 1% increase in students reporting bullying (10% overall), however, this remains well below the NSW state average of 19% for girls. There was a significant increase (from 22% to 73%) in the number of students who feel they have someone at school who consistently provides encouragement and who they can turn to for advice and support.	Nil
Increased staff participation in whole school staff activities	Opportunities for staff to work together were provided on each School Development Day where teachers shared ideas, learnt new pedagogies and engaged in professional conversations in cross faculty groupings. Teachers value these professional learning sessions highly. Staff morning teas are well attended and all staff attended the end of year staff luncheon.	See Strategic Direction 2
Evaluation and review of annual student well-being programs	Student wellbeing days for each Year group, Year 7 and Year 11 camps, the RAISE program, High Resolves for Year 7 & 8 were all evaluated at the Wellbeing Conference in Term 4. Programs have been updated and adjusted for 2016.	\$2,187

Next steps

Next steps required for 2016 to ensure Strategic Direction 1 is successfully implemented:

- Provide targeted professional learning and information evenings for parents on Growth Mindsets
- Continue to design and evaluate programs that target specific and general student well-being needs
- Streamline administrative processes to increase efficiency in practices that impact on teacher work in the classroom, including VTRs, assessment calendars, processing orders and payments, newsletters, timely distribution of information to parents and students
- Increased opportunities for teachers to interact and work with colleagues across faculties in professional learning sessions and staff meetings
- Teacher professional learning on managing stress and developing SMART goals
- Parent and student information evening to address student anxiety in senior school.

Strategic Direction 2

High quality teaching and learning to maximise student outcomes

Purpose

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

Overall summary of progress

All teachers developed, engaged in and evaluated individual Professional Development Plans aligned with the Teaching Standards and the School Plan. This process has facilitated greater sharing of teacher expertise where colleagues learn from each other through observation and peer feedback.

Twelve teachers undertook the online Visible Thinking Course to broaden their understanding of the thinking classroom and learn teaching routines that encourage student deep understanding through greater intellectual engagement with the ideas, content and skills they are learning. These teachers subsequently shared their learning with colleagues in faculty meetings, through classroom observations and demonstrations, and professional learning sessions on Thursday afternoons and School Development Days.

The school continues to focus on differentiating curriculum and assessment to meet the various needs of students. Throughout 2015 teachers engaged in professional learning of strategies in teaching English as an Additional Language or Dialect (EALD) students, Gifted and Talented students and students requiring Learning Support. Workshops were conducted by in-house teacher experts on School Development Days and Thursday afternoon professional learning meetings. The Learning and Support Teacher worked within faculties to support classroom teachers in differentiating teaching and learning for students on Personal Learning Plans. The School's Gifted and Talented Student Policy and Framework were rewritten through an extensive consultative process and ready for implementation in 2016.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Teacher engagement in professional learning and collaborative sharing of effective teaching and learning strategies – teacher professional learning realized in annual evaluations.	<p>All teachers created a Professional Development Plan aligned with the school's priorities and career development. All teachers observed at least two lessons of colleagues and were observed at least twice during the year in order to share best practice and gain feedback from colleagues. Twelve teachers completed the Harvard Education School online Visible Thinking course, and shared their learning with colleagues.</p> <p>Professional Learning, through regular Thursday workshops and School development Days, focused on visible Thinking, Differentiation for students with specific needs (gifted and talented, learning support, English as an additional language), ICT as a teaching and learning tool and assessment as and for learning.</p>	\$57,168

Strategic Direction 2

Every teacher has an effective Professional Development Plan to improve collaborative practice	Teachers developed, reflected on and evaluated their PDPs in consultation with the School's executive team. Teachers engaged with the Teaching Standards throughout this process.	
Student engagement measured through Tell Them From Me survey data, lesson observations, focus groups and value added data.	<p>The comparison of Term 1, 2016 with Term 1, 2015 Tell Them From Me surveys showed improvements in student engagement in learning as follows:</p> <ul style="list-style-type: none"> • Students' perception of Intellectual Engagement increased by 1% from 46 to 47% (compared to 43% for girls in NSW schools); students are interested and motivated increased by 4% and effort increased by 1% (from 68% to 69% compared to 67% for girls in NSW schools). • Students' perception of Effective Learning Time increased by 2%; Relevance of curriculum increased by 1%, and Rigour increased by 1% <p>Focus groups for further analysis of this data will occur in 2016.</p>	Nil
Growth in student learning outcomes measured through NAPLAN and HSC data.	A comparison of 2014 and 2015 NAPLAN data shows improvement in growth of students from Year 7 to Year 9 Literacy and a fall in growth in Numeracy measures. HSC results showed strong growth with outstanding student achievement overall.	Nil

Next steps

Next steps required for 2016 to ensure Strategic Direction 2 is successfully implemented.

- Continue to develop high quality teaching and learning programs
- Develop programs with embedded opportunities for authentic, real world learning that involves students in problem solving, critical and creative thinking, collaborative learning, peer and self-assessment
- Utilise the PDP process to embed systems that support ongoing teacher improvement and facilitate teacher collaboration, classroom observation, the learning and modelling of exemplary practice.
- Faculty Head Teachers lead the ongoing implementation of assessment *of* learning tasks (performances of understanding) with explicit success criteria, assessment standards and provisions for targeted and timely feedback to students.
- Foster student engagement in learning through a culture of thinking by focusing on assessment *for* and assessment *as* learning, metacognitive strategies and visible thinking routines in teaching and learning programs and classroom practice.
- Develop processes to collect, analyse and report internal and external student performance data (including Tell Them From Me, RAP, NAPLAN, annual evaluations), and train teachers in analysing and utilising data for student learning.

Strategic Direction 3

Leadership for a self-sustaining, self-improving school

Purpose

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

Overall summary of progress

All Executive Teachers participated in Growth Coaching training to increase their capacity to lead and develop staff. Executive staff found this very helpful in assisting teachers to develop and implement their individual Professional Development Plans and setting and achieving faculty goals. Teachers were encouraged to take on leadership roles in various programs across the school, such as the Technology Committee, Professional Learning Team, Student Leadership, leadership roles within faculties and increased participation in school planning and evaluation.

Student leadership groups increased in visibility through leading and presenting on school assemblies and assisting in decision making processes, such as school uniform decisions, evaluation of school achievement in relation to the Schools Excellence Framework and initiating projects, such as fundraising for charities including Headspace, the RSPCA, Salvation Army Christmas hamper appeal and United Nations International Women's Day initiatives.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (achieved over 3 years)	Progress achieved this year	<\$>
Executive Leadership Program implemented	All executive staff were trained in Growth Coaching to assist in their leadership of their faculty and program staff. Executive Leadership continued through executive conferences where staff were provided with professional learning on global trends in education and worked together on developing the school's Teaching and Learning Framework	\$14,186
Distribution of leadership roles and responsibilities across the staff	Increased distribution of leadership roles within faculties with teachers taking ownership of Year and Stage programs, assessment task development and corporate marking procedures. Active Technology Team oversaw decisions regarding technology resources, and teacher professional learning for effective use of technology as a teaching tool. The Professional Learning Team assisted in planning for staff meetings and School Development Days.	Nil
Increase in student initiated events in the school and student participation in these events	Environment group established Two senior students members of the NSW Youth Parliament, one being elected by peers as NSW Premier Prefects chair all school assemblies and SRC present at each assembly	\$236

Strategic Direction 3

Next steps

Next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented.

- Senior Executive continues to implement the leadership development program so that head teachers are skilled in delegating roles and responsibilities to teachers and in leading professional development of teachers in their faculties and teams.
- Teachers are encouraged and enabled to work towards Highly Accomplished Teacher and Lead Teacher accreditation through establishing a program and support network (within the school and with neighbouring schools network) for interested teachers.
- Provision of ongoing engagement with NSW Teaching Standards as an integral part of daily practice.
- Establish systems to facilitate opportunities for peer mentoring, cross faculty leadership opportunities and supports this through documentation of leadership development in teachers' individual Professional Development Plans.
- Students lead initiatives across the school and develop leadership skills through workshops, including targeted guidance in developing effective communication skills and methods that engage the whole student body



Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding Two students identified as Aboriginal	Personal Learning Plans were developed for both students. The school continues to implement the Department of Education Aboriginal and Torres Strait Islander policy through curriculum programs.	\$447
English language proficiency funding The school population comprises 56% students from a language background other than English. Of the 273 students identified as requiring EALD support 36 were in the Emerging phase, 207 Developing and 30 Consolidating. This data was used to determine, in consultation with classroom teachers, which individuals and groups to be targeted for focused EALD support.	The school was allocated three full time EALD teachers in 2015. Teachers team taught across the curriculum in classes with students identified as requiring additional support. EALD teachers also provided teachers with strategies for assisting EALD students in their classes. Specialist English literacy classes were held before and after school for students to access as they required.	\$301,795
Targeted students support for refugees and new arrivals	Not Applicable in 2015	N/A
Socio-economic funding	Families requiring assistance were provided with support for subject fees, school excursions, uniforms and other educational costs to ensure their daughters were able to access all relevant school programs. Some of this funding was also used to enable 12 teachers to undertake the Harvard School of Education online Visible Thinking course to improve students learning outcomes across the curriculum. Two students were supported to attend the NSW Youth Parliament as State delegates.	\$14,610
Low level adjustment for disability funding The school was allocated 0.6 Learning and Support Teacher to provide support for teachers to make appropriate adjustments for identified students.	Funding was used to provide 0.7 Learning and Support Teacher and 0.2 coordinator of Learning and Support Programs across the school. Personal Learning Plans were developed for all students identified as requiring adjustments in the classroom and to support students with special provisions for assessments and examinations.	\$95,501
Support for 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	\$24,213

with parents and BOSTES accreditation. The beginning teachers participated in a structured program with a mentor that ran across Terms 1-4 within the school and a Beginning Teachers program across the network of five neighbouring secondary schools led by a retired principal and deputy principal. These programs provided opportunities for sharing best practice, learning from master teachers and Department of Education consultants with various areas of expertise.



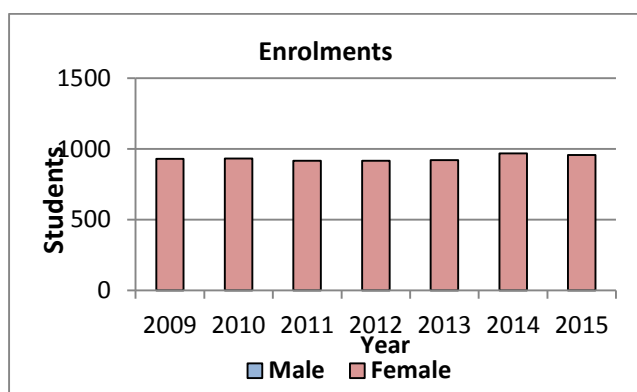
Mandatory and optional reporting requirements

Student information

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

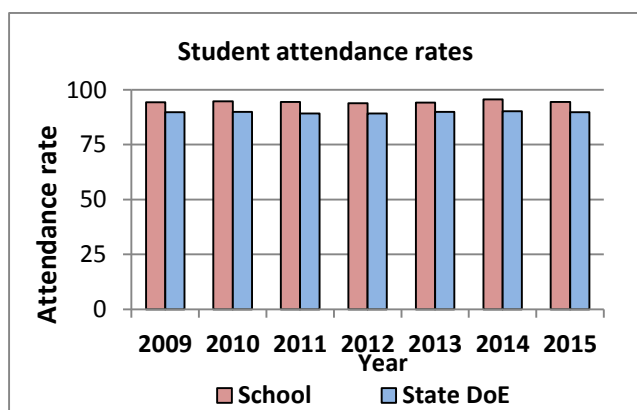
Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	0	0	0	0	0	0	0
Female	929	931	916	915	921	967	956

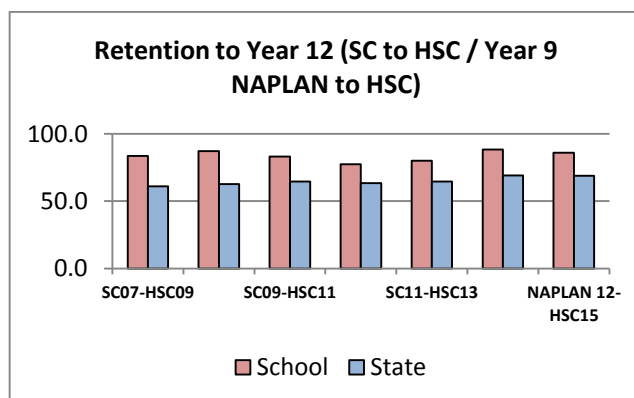


Student attendance profile

	Year	2009	2010	2011	2012	2013	2014	2015
School	7	96.8	97.0	96.1	96.2	95.6	97.5	96.5
	8	95.6	96.1	95.3	94.3	94.0	96.3	95.9
	9	92.9	93.9	94.8	94.9	93.9	95.3	94.8
	10	94.4	93.1	93.6	93.3	93.6	94.1	93.5
	11	93.6	94.0	93.4	92.2	93.7	95.6	92.4
	12	91.9	94.0	93.4	91.9	93.9	94.6	93.7
	Total	94.3	94.7	94.5	93.9	94.1	95.6	94.5
State DoE	7	92.3	92.6	92.5	92.4	93.2	93.3	92.7
	8	90.0	90.5	90.1	90.1	90.9	91.1	90.6
	9	88.8	89.1	88.8	88.7	89.4	89.7	89.3
	10	88.7	88.3	87.1	87.0	87.7	88.1	87.7
	11	89.4	89.1	87.6	87.6	88.3	88.8	88.2
	12	89.4	89.8	89.2	89.3	90.1	90.3	89.9
	Total	89.7	89.9	89.2	89.1	89.9	90.2	89.7



Retention Year 10 to Year 12



Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	0	0	1.34
employment	0	0	0
TAFE entry	0	2.6	2.68
university entry	0	0.49 Foundations	88.6
other	0	0.65	0
unknown	0	0	7.38

Year 12 students undertaking vocational or trade training

10.7 % (16 Students) – TVET at various TAFE Campuses in Northern Sydney Institute. Courses undertaken included Entertainment, Financial Services, Human Services – Nursing, Business Services. There were no school delivered VET courses for 2015 HSC.

Year 12 students attaining HSC or equivalent vocational educational qualification

The completion of the HSC Year 2015 saw Willoughby Girls High School rate the number one position for comprehensive public schools in HSC results.

School HSC and Stage 6 Enrolment 2015:

- Total students - 149
- HSC qualification - 146
- ROSA qualification - 3
- Non ATAR - (same students) 3
- ATAR Rank over 90 - 46 students
- At least 90.4 % of eligible candidates received University Offers (132).

Some University Courses offered include

B Medicine , B Arts, B Commerce / Business, International Studies, Physiotherapy, Criminal Justice and Forensics , Marine Biology, B Education, Visual Arts, Flexible Double Law, Law, Nursing and health Sciences, Media and Communications, B Applied Science, B Speech Pathology, Design and Architecture, Engineering, Stage and Screen



Workforce information

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 Teacher(s)	10
Classroom Teacher(s)	46.2
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	3
School Counsellor	1
School Administrative & Support Staff	11.772
Other positions	2
Total	77.572

Note: Other positions includes the TSO and Careers Adviser.

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

There are no staff identifying as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	10%

Professional Learning and teacher accreditation

Teaching and learning including differentiation, syllabus implementation, wellbeing, technology and teacher accreditation and teaching standards were the focus of professional learning activities participated in by teachers at Willoughby Girls in 2015. Sixty teachers attended over two hundred and sixty 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 accreditation, technology, curriculum differentiation, creative and critical thinking, classroom management, literacy, quality teaching and welfare and leadership. In particular, the professional learning on school development days focussed on differentiation for gifted and talented and learning support students, the professional development framework for teachers, BOSTES teacher accreditation and wellbeing.

Nine new scheme teachers worked towards Board of Studies Teaching and Educational Standards (BOSTES) accreditation and fifteen 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.

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 participated in a structured in-school program with a mentor that ran across Terms 1-4 and an additional Beginning Teachers Program with a network of four schools in the Northern Sydney Area.



Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	545695.77
Global funds	604600.21
Tied funds	190125.35
School & community sources	980559.39
Interest	17125.63
Trust receipts	188498.83
Canteen	0.00
Total income	2526605.18
Expenditure	
Teaching & learning	
Key learning areas	138952.53
Excursions	261580.97
Extracurricular dissections	291977.35
Library	19389.91
Training & development	848.11
Tied funds	148198.63
Casual relief teachers	163024.10
Administration & office	321609.90
School-operated canteen	0.00
Utilities	113614.24
Maintenance	65066.60
Trust accounts	205712.60
Capital programs	259126.64
Total expenditure	1989101.58
Balance carried forward	537503.60

School performance

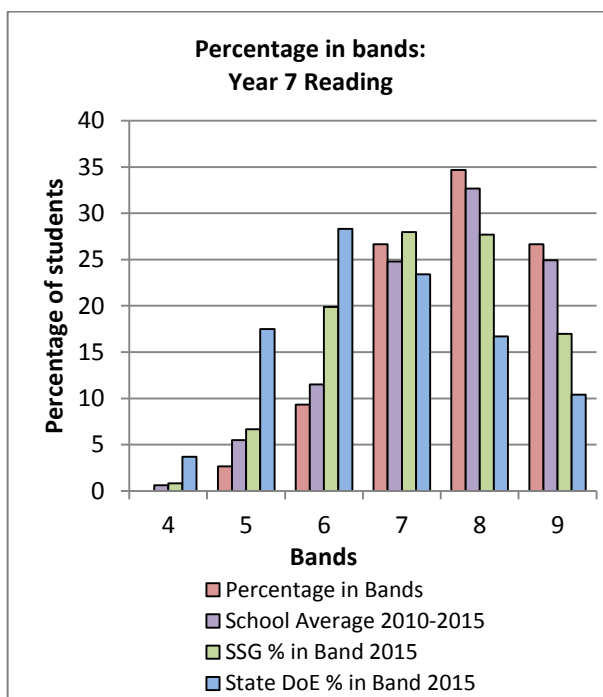
NAPLAN

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

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

Year 7 NAPLAN Reading

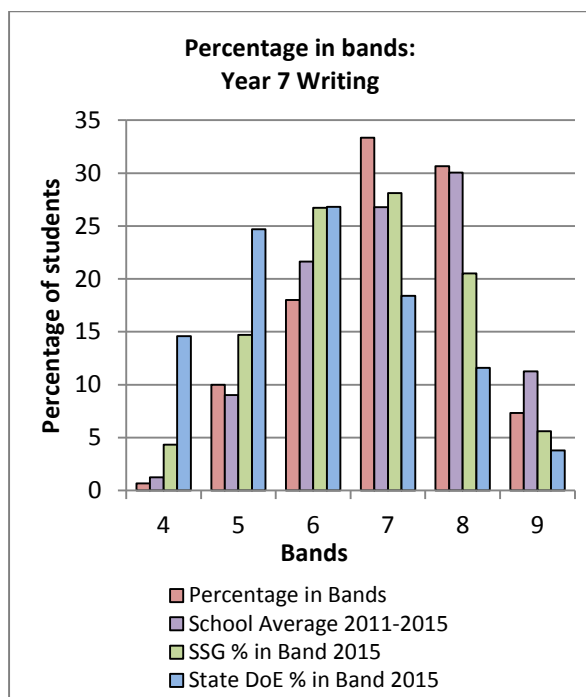
Year 7 and 8 Reading						
Average score, 2015	School		SSG		State DoE	
	601.3		573.0		538.9	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	0	4	14	40	52	40
Percentage in Bands	0.0	2.7	9.3	26.7	34.7	26.7
School Average 2010-2015	0.6	5.5	11.5	24.8	32.7	24.9
SSG % in Band 2015	0.8	6.7	19.9	28.0	27.7	17.0
State DoE % in Band 2015	3.7	17.5	28.3	23.4	16.7	10.4



Year 7 NAPLAN Writing

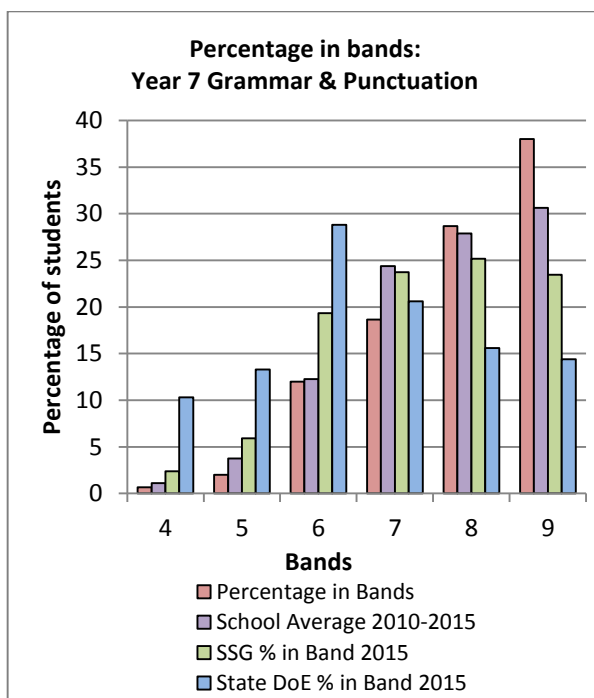
Year 7 NAEP ELA Writing						
Average score, 2015	School		SSG		State DoE	
	557.1		534.7		497.3	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	1	15	27	50	46	11
Percentage in Bands	0.7	10.0	18.0	33.3	30.7	7.3
School Average 2011-2015	1.3	9.0	21.7	26.8	30.0	11.3
SSG % in Band 2015	4.3	14.7	26.7	28.1	20.5	5.6
State DoE % in Band 2015	14.6	24.7	26.8	18.4	11.6	3.8





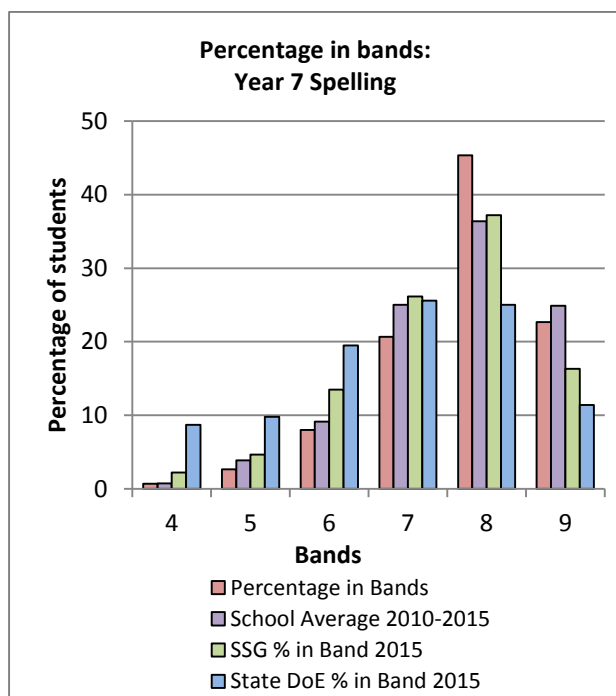
Year 7 NAPLAN Grammar and Punctuation

Year 7 NAEP ELA Grammar and Punctuation						
Average score, 2015	School	SSG			State DoE	
	608.3		575.5		535.0	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	1	3	18	28	43	57
Percentage in Bands	0.7	2.0	12.0	18.7	28.7	38.0
School Average 2010-2015	1.1	3.8	12.3	24.4	27.9	30.6
SSG % in Band 2015	2.4	5.9	19.4	23.7	25.2	23.4
State DoE % in Band 2015	10.3	13.3	28.8	20.6	15.6	14.4



Year 7 NAPLAN Spelling

Year 7 NAP Exit Spelling						
Average score, 2015	School		SSG		State DoE	
	597.2		579.1		547.3	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	1	4	12	31	68	34
Percentage in Bands	0.7	2.7	8.0	20.7	45.3	22.7
School Average 2010-2015	0.8	3.9	9.1	25.0	36.4	24.9
SSG % in Band 2015	2.2	4.7	13.5	26.2	37.2	16.3
State DoE % in Band 2015	8.7	9.8	19.5	25.6	25.0	11.4

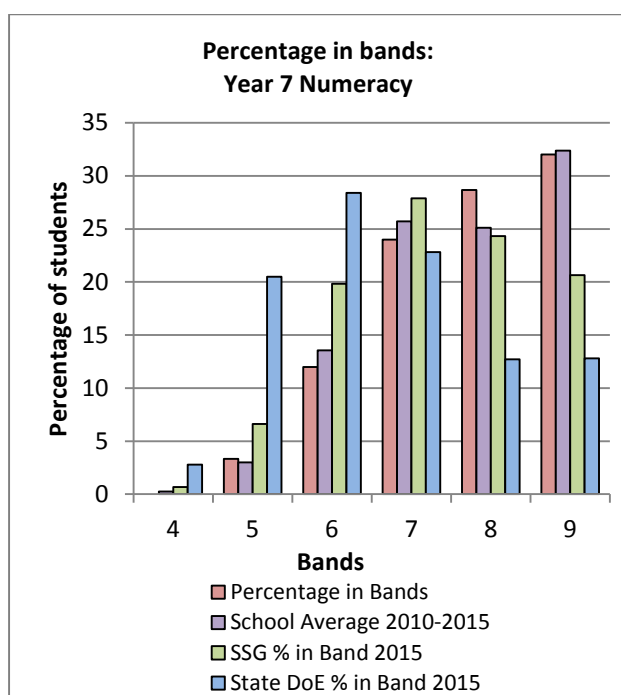


NAPLAN - Numeracy

Year 7 NAPLAN Numeracy

Year 7 NAEP Exit Numeracy						
Average score, 2015	School	SSG			State DoE	
	600.2		576.7		540.4	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	0	5	18	36	43	48
Percentage in Bands	0.0	3.3	12.0	24.0	28.7	32.0
School Average 2010-2015	0.3	3.0	13.6	25.7	25.1	32.4
SSG % in Band 2015	0.7	6.6	19.8	27.9	24.3	20.7
State DoE % in Band 2015	2.8	20.5	28.4	22.8	12.7	12.8





Higher School Certificate (HSC)

With a cohort of 149, students gained 179 mentions on the Distinguished Achievers Honour Roll (Band 6) for scoring 90 or more in a course. Our school was placed 49th in the state on the basis of top-end results and achieved the position of top ranked comprehensive public school in NSW.

Over 30% of students gained an ATAR of 90 or above. Congratulations to 2015 Year 12 DUX, Eloise Ridley who attained the top ATAR (Australian Tertiary Admission Rank) with 99.2.

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

For the eighth year running, one student was placed among the High Achievers in NSW for Society and Culture achieving 9th place.

Several students were nominated for the 2015 HSC showcases:

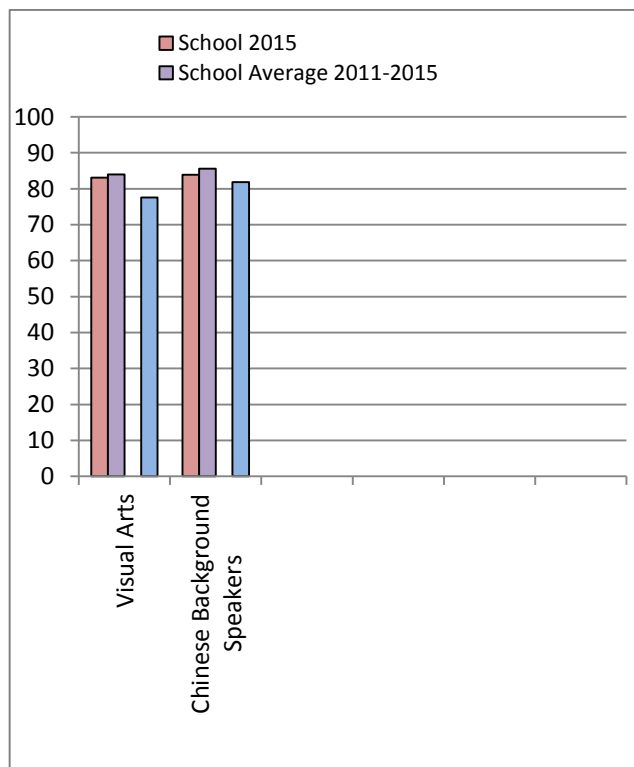
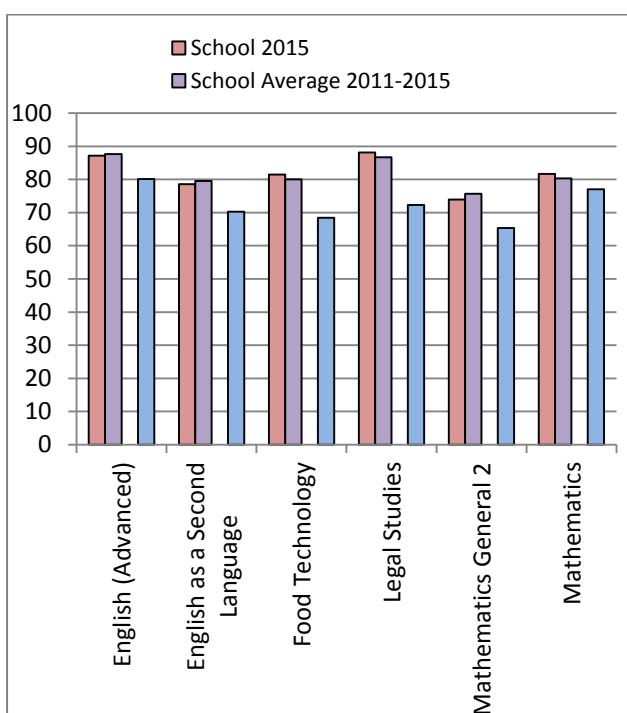
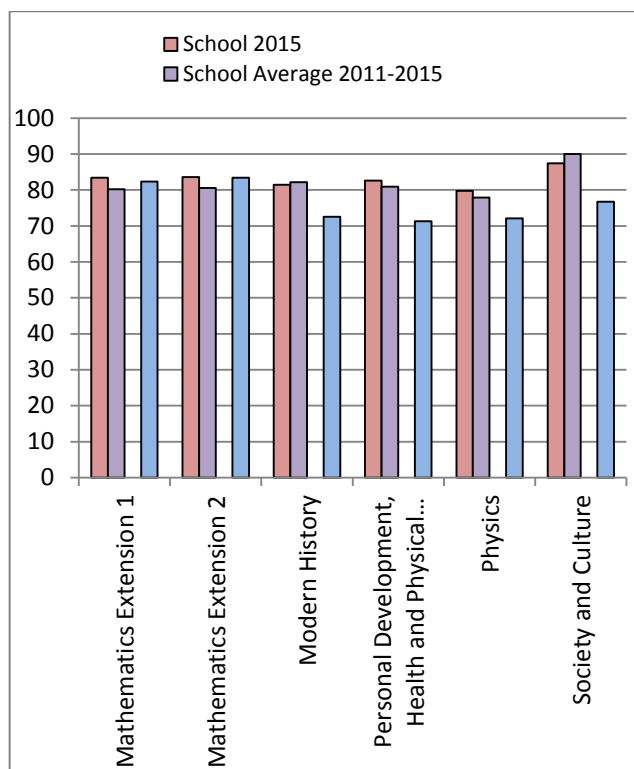
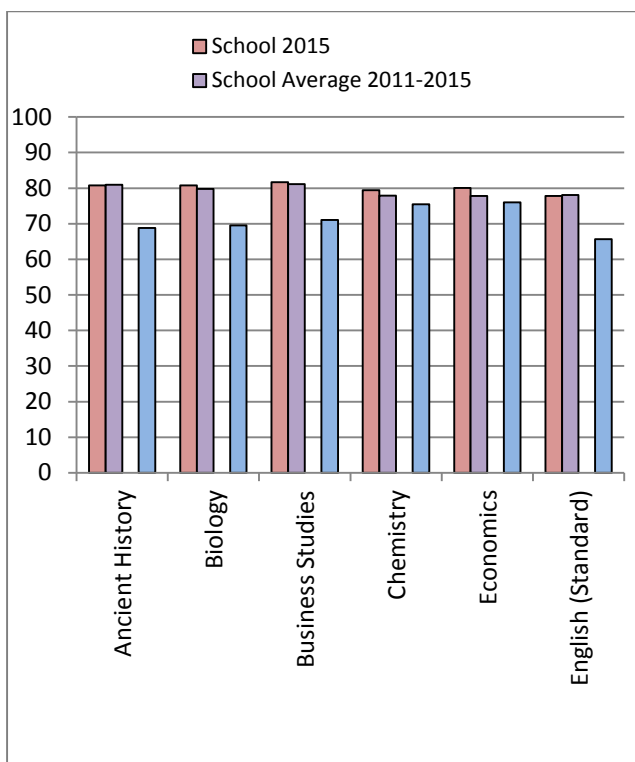
- Three for *ArtExpress* (exhibition of outstanding Visual Arts works)
- Two for *Encore* (outstanding HSC music performances)

Courses with Band 6 results included Ancient History, Biology, Business Studies, Chemistry, Chinese Background Speakers, Chinese Beginners, Drama, English Advanced, English Standard, English as a Second Language, English Extension 1, English Extension 2, French Continuers, General Mathematics, Heritage Japanese, History Extension, Information Processes and Technology, Japanese Beginners, Japanese Continuers, Japanese Extension,

Legal Studies, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Modern History, Music Extension, Music 1, Personal Development, Health and Physical Education, Physics, Senior Science, Society and Culture and Visual Arts.

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). These results are summarized in the following table and graphs, comparing our average achievement for the past five years and against all NSW Department of Education high schools.

Course	School 2015	School Average 2011-2015	State DoE 2015
Ancient History	80.8	81.0	68.8
Biology	80.7	79.8	69.5
Business Studies	81.7	81.1	71.1
Chemistry	79.5	77.9	75.5
Economics	80.1	77.8	76.0
English (Standard)	77.8	78.1	65.7
English (Advanced)	87.1	87.6	80.1
English as a Second Language	78.6	79.5	70.3
Food Technology	81.5	80.0	68.4
Legal Studies	88.1	86.7	72.3
Mathematics General 2	73.9	75.7	65.4
Mathematics	81.6	80.3	77.1
Mathematics Ext 1	83.4	80.2	82.3
Mathematics Ext 2	83.6	80.6	83.4
Modern History	81.5	82.2	72.5
PDHPE	82.7	80.9	71.3
Physics	79.8	77.9	72.1
Society and Culture	87.5	90.1	76.8
Visual Arts	83.1	84.0	77.6
Chinese Background Speakers	83.9	85.6	81.9



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

All students were surveyed using the Tell Them From Me survey and the feedback they provided was generally very positive. Students have a strong sense

of belonging, have positive relationships with peers and teachers, with above state average participation in sport and extracurricular activities. Rates of bullying remain well below the state average for girls (overall 10% compared to 19% of all girls in NSW). The majority of students report high or medium levels of happiness and optimism. Intellectual engagement, levels of interest and motivation, and the effort they put into their studies as above or at state average. They see learning time as effective but their perceptions of the relevance and rigour in classes, while only slightly below state average for girls, is an area that the school will need to improve on. Students report that their learning environment is positive and expectations for success are high.

Year 8, 9 and 11 members of the Student Representative Council also provided feedback on the school's achievements in relation to the Teaching domain of the Schools Excellence Framework, determining that the school is sustaining and growing overall. Students made very useful suggestions on how the school can improve in this area.

Parents, via the Parents and Citizens Association, also evaluated the school's performance on the Schools Excellence Framework. Parents rated the school as excelling in student achievement, sustaining and growing in most areas and identified parent and community engagement with the school as an area which requires greater improvement.



All teachers and students, and 135 parents responded to the school's Assessment and Reporting survey. All groups are generally happy with the school's processes in this area. However, each group of respondents has made important suggestions for improvements for streamlining assessment programs and ensuring feedback to students is more explicit to benefit their learning growth. The review team's work will continue throughout 2016 with a view to developing more efficient and effective policy and processes.

Policy requirements

Aboriginal education

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

In Years 7 -10 English 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.

In Stage 4 Languages, students learnt how the language of the traditional owners of Sydney was recorded and preserved by an officer of the British Marines and first astronomer in Australia William Dawes through his friendship with the Aboriginal woman Patyegarang in the early days of the colony.

As part of the school's NAIDOC Week celebrations, Year 8 Visual Arts students participated in a weaving workshop run by artist Kaleen Green. She presented information about the art and history of Aboriginal basket weaving techniques and also showed contemporary practices of weaving as an art form. Students then produced a small basket.

Students study Aboriginal perspectives through Origins of the Australian Continent in junior Geography and met with the local Aboriginal Heritage Officer during their fieldwork at Flat Rock Gully. Legal Studies students explore native title and customary law in the Stage 6 curriculum. Students also visited by a representative of the Aboriginal Legal Service. In Stage 6 Studies of Religion, students examined Aboriginal belief systems and looked at the changing perceptions of Aboriginal spirituality in modern Australia. As part of the Geography curriculum Year 10 students work with the Gibberagong Environmental Education Centre and local Aboriginal knowledge holders to develop resources around the study of Coastal areas in Pittwater and learn the importance of consultation with local custodians in relation to development.

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 2015 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 2015, Willoughby GHS has been represented at the local AECG meetings to engage with the local community. 2015 marked the first whole school celebration of NAIDOC week with faculties in Week 10 of Term 2 inviting guests from the community to meet with students and teachers planning lessons to emphasise the significant achievements of Aboriginal people.

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

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 2015 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.

The cultural exchange with students and teachers from Sugunami-Ku, Japan was continued in 2015. Willoughby students and members of the public billeted the 15 Japanese students, who came to the school for five days where they engaged in English language lessons each morning and joined their host students in regular classes each afternoon. The exchange was greatly enjoyed by both the Australian and Japanese students.

The annual school Multicultural Day 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. Students were entertained by a very energetic and talented Middle Eastern Arabic percussion show during the afternoon.



Other school programs

The broad range of school programs and activities are detailed in the annual school magazine, *InSearch*. This magazine is published every November and is distributed to students. An electronic copy is made available to all members of the school community in April the following year and is accessible on the school's portal in 'School Documents'.

Music

In the 2015 Higher School Certificate, of the twelve students who studied Music, three were nominated for Encore in Performance and one student was selected for Encore in Musicology.

A total of 125 students from Years 7-12 were involved in eight extra-curricular Music ensembles.

In June, more than 50 musicians were involved in the orchestra and on stage in the school's major production of *Into the Woods*.



In September, 47 students in Year 7-10 toured the Tamworth region for three days, performing for one high school and three primary schools.

The Senior Wind Ensemble and Chamber Ensemble were both selected to perform in the Opera House Concert Hall for the Primary Festival Series. The Junior Vocal Ensemble was selected to perform in the Sydney Town Hall.

The Senior Vocal Ensemble and Chamber Ensemble represented the school at the ANZAC Centenary Service in St Stephens Church, Willoughby.

The Senior Wind Ensemble, Year 7/8 Wind Ensemble, Chamber Ensemble, Jazz Ensemble Senior Vocal Ensemble, Brass Ensemble and three soloists all performed in the North Shore Music Spectacular at Chatswood RSL. The Chamber Ensemble, Jazz Ensemble and a Year 12 soloist were selected for the final.

The Jazz Ensemble achieved a Gold Award in the NSW Schools Band Festival.

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

The School Music Spectacular showcased 110 students in a variety of solo and ensemble performances.

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

Several ensembles made mentoring visits to Willoughby Public School.

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



Visual Arts

Two students' works exhibited in Artexpress 2015 - Alexandra Lucchetti with her painting titled *Portrait of an Artist and Her Muses* and Celina Cha with her series of charcoal drawings titled *We Borrow from Nature the Space Upon Which We Build*.

The annual Festival of Creative Arts showcased student work from Visual Arts and Photography and Digital Media classes. The festival was opened by Julieanne Campbell, General Manager of Urban Theatre Projects.

Photographer Shaufay Derz conducted a workshop with Year 9 PDM students exploring still life using boxes and everyday objects and developing lighting and composition skills.

Sporting Achievements

Among a number of outstanding results at the school's Swimming Carnival were Amanda Crowe and Emma Pope breaking long standing records in Backstroke and Breaststroke. The 12 years, 13 years and all-aged relay teams competed at State, as did Amanda Crowe who finished 6th place in Backstroke.

Three of our students competed Cross Country at State level - Emma Hannigan, Jasinta Suardana and Beth Croft, who finished 2nd in the State championships.

Several records were also broken at the Athletics Carnival. Beth Croft, Nicola Haggerty Mayers, Emma Hannigan, Olivia Gouras and Ellie Wilkinson excelled in their chosen fields and all broke Willoughby Girls High records.

Excellence was maintained with students shining at the Combined High Schools athletics carnival with Beth Croft coming 1st in the 1500 metre Steeplechase and the 1500 metre event, Nicola Haggerty Mayers was awarded 2nd in the 200 metres

and Amanda Crowe 1st place in the 90 metre hurdles.

Willoughby Girls again enjoyed team sport success with four of our Grade Sport teams winning their Grade Sport final (Junior Netball, Volleyball, Basketball and Senior Soccer). Our Senior Soccer and Basketball teams went on to win their Superzone Final.

Year 12 student, Beth Croft achieved the Pierre De Coubertin Award for sporting success in the fields of athletics and cross country as well as for her commitment to sport.



Future Problem Solving

The Future Problem Solving Program (FPSP) is an international education program of all ages from K-12. The aim of Future Problem Solving is to develop critical, creative and futuristic thinking skills. It challenges students to apply their imagination and critical thought to some of the significant issues facing both the world of today, and the future. The program covers a range of topics and has real scope for cross curriculum options as all students have to utilise a range of different lateral thinking categories which provides a range of different perspectives.

FPSP is designed to help students learn *how to think* (not *what* to think). Specifically, the program motivates and assists students to:

- Think more creatively and positively about issues
- Develop an active interest in the future
- Improve communication skills (both oral and written)
- Solve problems by using a six step process
- Work co-operatively in teams
- Learn about complex societal issues
- Develop research skills
- Think critically and analytically.

Willoughby Girls High School introduced FPSP to Years 7 and 8 this year and had three teams compete in the National Competition. The three

teams stayed back after school on Wednesday afternoon to learn the six step problem solving process.

The Topics completed were:

Term 1	Social media
Term 2	Processed Foods
Term 3	Propaganda.

The students enjoyed success with the second topic of Processed Foods with Year 7 and one of Year 8 teams ranked as number one in their respective groups. Unfortunately they were unable to replicate this success in the final qualifying scenario on the topic of Propaganda. Despite this, there are some positive signs for next year. It is hoped the program will grow in 2016.

Vocational education program

Year 10 students learn about the world of employment through fortnightly careers classes where they explore their interests, capabilities, values and relate these to Study and Careers of the future. They also undertake an online career quiz to assist in finding direction in a world of vast choice.

Throughout Years 10 to 12, students explore and are provided with information on post school options such as University, TAFE, apprenticeships and work. Senior students have access to visiting guest speakers from universities and attend University (UAC) 'How to apply' sessions run by the Careers Adviser.

Vocational education is an important component of the Year 10 subject selection process. Students attend a subject selection information evening with their parents, then engage in three days of activities including faculty presentations, Careers Adviser interviews, leadership presentation, information sessions about BOSTES rules and regulations, and hear from a panel of senior students whom they can ask questions about senior study and expectations.

Year 10 engages in a one week work experience at a location of their choice. This is followed by a day of mock interviews run by the Northbridge Rotary Club. Students submit a resume, job application and attend an interview for the job for which they have applied.

In 2015 the Careers Adviser also presented to parents at two P&C meetings to keep parents updated on career options and resources available.