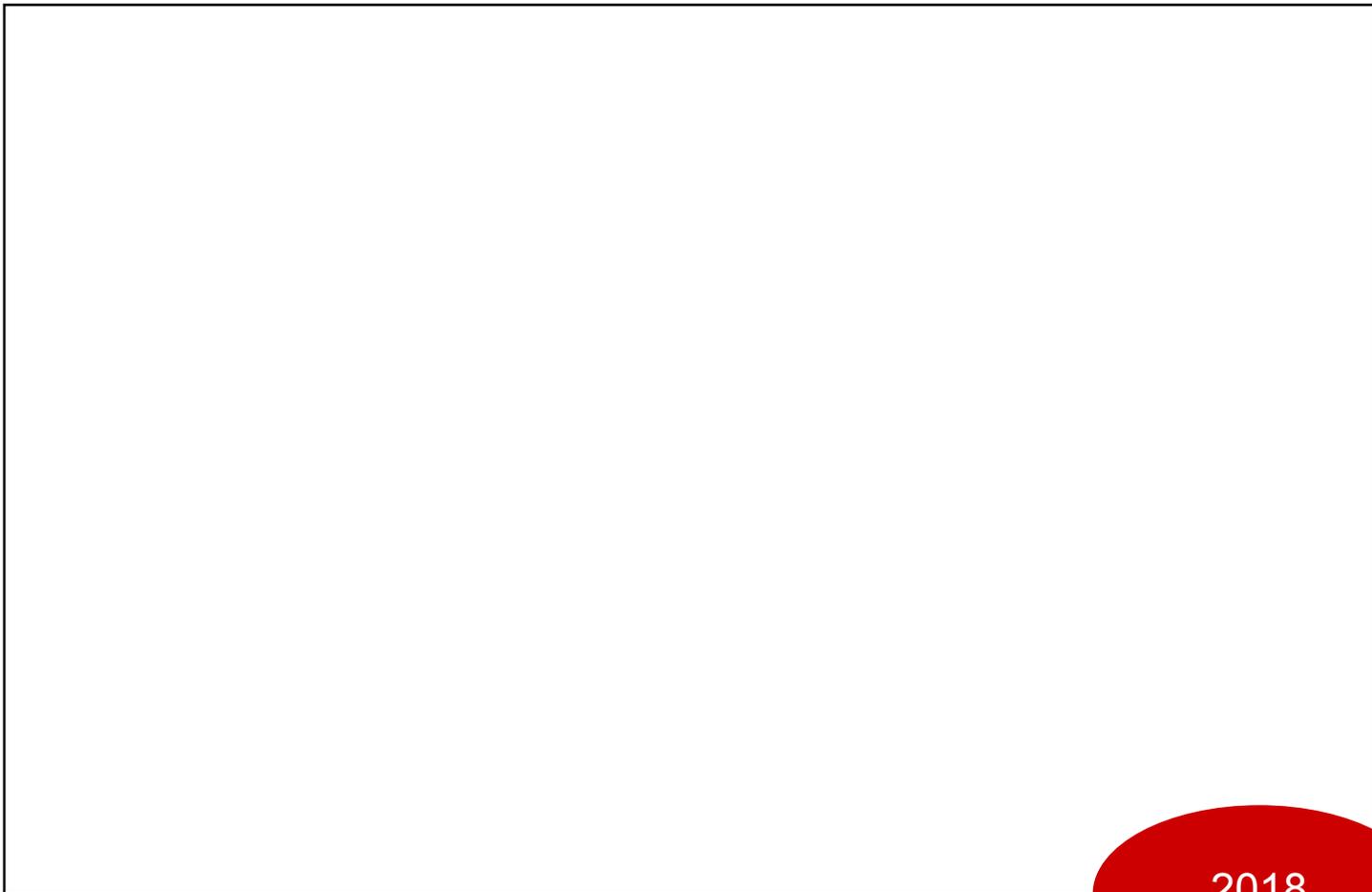


# Willoughby Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of Willoughby Public 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.

Jennifer Simmonds

Principal

### School contact details

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## School background

### School vision statement

At Willoughby Public School we empower students to demonstrate creativity, collaboration, curiosity and persistence to become successful life-long learners. Students will be challenged in productive and innovative learning environments promoting inclusivity, respect, resilience and confidence.

### School context

Willoughby Public School has a long tradition of educational excellence and involvement in the community. Our school is an outstanding multicultural learning community with inquiring and enthusiastic students, motivated and dedicated staff and supportive and committed parents and carers. The school ensures success for all through strong academic programs, performing arts, sporting, and enrichment and support programs delivered by highly qualified staff. We do this through effective teaching, a stimulating environment, positive discipline and community participation. Independence and leadership is encouraged among all students. A community language program is offered in Chinese. These quality educational programs are provided in a safe, happy and dynamic learning environment providing students with access to innovative technologies. We meet the needs of our gifted and talented students through effective curriculum differentiation, individual programs and subject acceleration. One of our classes is for students with mild to moderate intellectual disabilities. We value integration of these students into mainstream classes. Our school has an excellent reputation and is at the heart of the community. We value open and collaborative relationships with students, staff, parents and carers. The school community works together to provide the very best educational opportunities for all our students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

**In the domain of Learning, our efforts have primarily focused on:**

#### **Learning Culture – Sustaining and Growing**

At Willoughby Public School there is a demonstrated commitment to build on the high expectations of student learning and engagement. The school and community work together to provide opportunities that promote positive, respectful relationships and high levels of student learning and wellbeing.

#### **Wellbeing – Sustaining and Growing**

The PBEL and range of student wellbeing programs provide a strategic and planned approach to the delivery of a positive teaching and learning environment across the school. Combined with quality teaching students are provided with opportunities to connect, succeed and thrive that are relevant to their stages of development. The Willoughby – Cromehurst program is an outstanding example of the way in which students can successfully contribute to the wellbeing of others in the wider community.

#### **Curriculum and Learning – Delivering**

Willoughby PS has established curriculum provision that aligns with expectations of curriculum documents and is differentiated to meet the needs of individual students. A range of targeted support programs systematically addresses identified student learning needs. The school and community work together to provide significant extra-curricular opportunities to support student development.

#### **Assessment and Reporting – Delivering**

Willoughby PS has developed comprehensive grade assessment overviews that enable teachers to effectively monitor, track and report on student performance. Procedures are in place to ensure consistent assessment and reporting on student achievement. Parents/carers are accurately informed of their child's progress and areas for development (future

learning goals). A focus of the current plan has been the consistent implementation of formative assessment strategies across the school.

### **Student Performance Measures – *Sustaining and Growing***

Analysis of data indicates that 59% of students at Willoughby PS achieved at high levels of performance on external performance measures in 2017. This achievement is consistent over time. Willoughby PS achieves good value added results for students in external performance measures.

**In the domain of Teaching, our efforts have primarily focused on:**

#### **Effective Classroom Practice – *Delivering***

Teachers at Willoughby PS are committed to implementing the most effective teaching methods to meet the learning needs of students. Teams work collaboratively to systematically review, plan and revise student learning programs. Well planned teaching and management ensures students are productively engaged in learning.

#### **Data Skills and Use – *Delivering***

Teachers use a range of standardised and school based assessment data to understand, plan for and monitor the learning needs of students. The introduction of the Learning Sprints process has been a strategy supporting staff to incorporate the ongoing analysis of student achievement data into their planning for learning. The school leadership team utilises external student achievement data to inform progress towards the school improvement measures and future planning, reporting this to the community through the Annual School Report.

#### **Collaborative Practice – *Sustaining and Growing***

Teachers at Willoughby PS are collaborative and reflective professionals. Systematic procedures are established to support this reflection through the PDP process. A range of strategies, including grade planning time and action learning opportunities, have enhanced the ability of staff to work together effectively to improve teaching and learning for students and embed collaborative practices across the school.

#### **Learning and Development – *Delivering***

Willoughby PS has a comprehensive professional learning plan that targets the identified school priority areas. Staff have engaged in a range of professional learning opportunities that support quality teaching, induction of staff and leadership development. A comprehensive program is implemented to support beginning and early career teachers develop their practice.

#### **Professional Standards – *Sustaining and Growing***

At Willoughby PS teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals as well as building the learning culture of the school. In the development of our school culture staff contribute generously to the broader school programs, providing extensive opportunities for students.

**In the domain of Leading, our efforts have primarily focused on**

#### **Leadership – *Delivering***

The school leadership team supports a culture of high expectations and community engagement, working towards sustained and measurable school improvement. High levels of staff and community engagement can be evidenced through a wide range of learning initiatives and extra-curricula activities to enhance opportunities for students. The promotion of leadership opportunities and capacity is developing within the school.

#### **School Planning, Implementation and Reporting – *Delivering***

The Willoughby PS Strategic Plan was developed in collaboration with staff and community. It demonstrates a commitment to continuous improvement, based on the analysis of learning and development data. Annual iterations of the plan respond to local and system priorities as well as emerging needs.

#### **School Resources – *Delivering***

Willoughby PS is strategic in the allocation of financial and physical resources to provide a safe environment that supports learning and maximises resources available to implement the school plan. Resource allocation ensures effective curriculum implementation. The school and P&C work together to meet the broad range of student learning needs and interests.

## **Management Practices and Processes – *Delivering***

At Willoughby PS administrative practices effectively support the operation and ongoing teaching and learning activity of the school. The leadership team uses the variety of existing avenues to communicate and report to the school community about priorities and practices.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

Highly Engaged

### Purpose

A positive personalised learning environment enables all students to be challenged and highly engaged in their learning. A focus on the continuous improvement in teaching and learning will support the development of successful, confident and persistent learners.

### Overall summary of progress

Our Highly Engaged priority has included the differentiation of teaching and learning to meet the needs of all students. The commitment to strengthen and deliver on school priorities is demonstrated by the extensive range of targeted intervention programs and stage-based teaching and learning programs that differentiate to meet the diversity of student learning needs. Our targeted support programs, which include EALD, LaST and enrichment programs make best use of in-school knowledge and excellence. Staff recognise the interrelationship between teaching, learning and assessment and work in teams to develop rich curriculum-based programs and assessment tasks. Formative assessment guides explicit feedback and helps optimise the learning progress for all students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching and learning programs and practices are differentiated to meet the needs of all students.	250,000 SLSO program	Teachers are differentiating parts of teaching & learning programs to cater for all students with a focus on high achievers. LaST is providing support and guidance to teams in planning sessions. Collaborative planning has continued as a focus for grade and stage teams with teachers refining, evaluating and re-designing programs with a focus on differentiating.
Growth in NAPLAN literacy and numeracy assessment is above DoE average and consistent with like school groups.	Simon Breakspear P/L to support differentiation in Literacy and Numeracy. 20,000  Seven Steps to Writing Success P/L  10,000	NAPLAN performance shows good growth overall, with Numeracy Yr 5 and Writing Yr 3 areas requiring further investigation. Approximately 70% of students meeting Premier's Priority – Reading and Numeracy Results in Top 2 Bands.
98% of students achieving at or above expected benchmarks on the literacy and numeracy learning progressions.		
Tell Them From Me data evidences greater student engagement.		TTFM data shows strong student engagement, and highlights areas for focus and development.

### Next Steps

School-wide data collection and analysis using Learning Progressions and PLAN2 will enable reflection on student performance and highlight areas for improvement, and guide future planning for learning. Implementing key ideas from Visible Learning and other evidence-based teaching practices will improve explicit feedback and assist students and teachers to identify and plan next steps in learning.

## Strategic Direction 2

Future Focused

### Purpose

In a rapidly changing society students need to be equipped with the pedagogical, personal and technological skills and knowledge to enable them to think critically, problem solve and embrace lifelong learning. As contemporary learners, students will utilise innovative environments to support their learning.

### Overall summary of progress

Co-teaching continues to be a focus and staff are working in stage teams to plan, assess and develop resources. Staff continue to utilise furniture configurations to support learning and are providing opportunities for students to engage in collaboration, creativity, critical thinking and communication in their learning. Technology continues to be available to teachers and students to support and enhance teaching and learning and additional digital technology has been purchased to support new Science and Technology curriculum. Plans to Pedagogy (Melb Uni) and other professional learning is preparing staff for the move to innovative learning environments, and /or future-focused teaching and learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Programs reflect inquiry learning, differentiation across KLAs and authentic integration of technology.	Technology new / updated 15,000	Staff are incorporating technology to support and enhance teaching learning. Visible Learning strategies are allowing students more control over their learning and this is enabled through effective, explicit feedback. Staff are differentiating with a focus on lifting the achievement levels of the middle/high students.
Staff report increased confidence and understanding in using future focused strategies.	30,000 – Plans 2 Pedagogy project with Melbourne University	Staff are enthusiastic and engaged in professional learning around future focused teaching and learning. A core team is working to increase confidence and build capacity in this area, supported by external professionals.
Students K–6 demonstrate their learning using a variety of technologies.		Through differentiation and effective use of technology, students are provided with a variety of ways to demonstrate learning. Formative assessment allows students to demonstrate mastery of outcome without the need for formal testing utilising apps such as Kahoot and SeeSaw.
Staff confidently teach in new learning spaces.	34,800 Flexible classroom furniture	Teachers continue to trial co-teaching spaces and furniture arrangements to support different learning modes. More PL around this will take place in 2019.

### Next Steps

Collaborative practice (planning, teaching and assessing) will continue to be a focus in 2019. Utilising in-school staff expertise and viewing models of best practice externally will assist staff better plan, teach and assess in innovative learning environments. Further professional learning will focus on Visible Learning and mapping student learning journeys. Timely and explicit feedback will enable students to identify and work towards next steps in learning.

## Strategic Direction 3

Confident and Collaborative

### Purpose

Positive relationships increase achievement and wellbeing, and are at the core of a successful school. Students and staff who feel socially and emotionally safe, connected and included are confident and collaborative. They are successful in taking on challenges, embracing new opportunities and responding to feedback with a positive, resilient attitude.

### Overall summary of progress

Our wellbeing systems and programs continue to underpin effective classroom practice and a safe and harmonious school environment. A PBEL review has identified areas for improvement and refinement, in order to increase consistency of the PBEL values and expectations across the school. Staff continue to meet and plan collaboratively and time is set aside for professional dialogue around curriculum, student achievement and assessment, and classroom observations / feedback. Our Student Representative Council participates in activities which enable student input and opportunities for student leadership is encouraged and celebrated.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching and learning units embed social and emotional learning intentions.	Social Skills programs and professional readings / library resources 3,500	Sessions run by School Counsellor/Psychologist have been well attended by staff. Programs such as Bounce Back have been incorporated into PDHPE lessons and opportunities for students to engage in cooperative learning are programmed into teaching and learning sessions.
Student, staff and parent survey measures indicate respectful, positive and responsible relationships.		TTFM and other data sources show that staff value and uphold respectful and positive relationships. Parents are valued and play an active part in the wider school community.
Staff indicate changes in teaching practice have impacted positively on student learning.	SENTRAL reporting module 9,000	Staff have begun to incorporate visible learning strategies into classrooms. Students are using feedback to help identify next steps in learning. Differentiation and Learning Sprints have had a positive impact on student learning.
100% of staff engage in professional learning and develop PDPs aligned with the teaching standards.		Team Leaders are working with teaching teams to identify strengths and areas for development, based on the Australian Professional Standards for Teachers. These help inform the development of professional learning goals. Internal and external professional learning is offered to support staff in meeting PDP goals.

### Next Steps

Further refinement of the school-wide PBEL program will continue to support consistency of expectations across the school. Opportunities for staff to collaborate, plan, assess, review teaching and learning programs and student work samples will continue to be timetabled. A team of staff have started working on a scope and sequence of social / emotional learning and this will continue to be worked on and refined into next year.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	642	Individual Support Plans collaboratively developed for identified students.
<b>English language proficiency</b>	111,343	EAL/D teacher employed 5 days/week. They have developed and refined support program and support staff through developing targeted resources and program adjustments. Collaboration between teachers and specialist EAL/D teacher has lifted school's ability to cater for EAL/D students' needs.
<b>Low level adjustment for disability</b>	135,623	The school has an allocation of 3 days per week for a Learning and Support Teacher (LaST). This is supplemented by an additional day through the P&C funds. Remaining funds enabled the engagement of our School Learning Support Officers (SLSOs) to work alongside teachers in the delivery of individual and small group learning programs for targeted students throughout the school. Individual Support Plans (ISPs) were collaboratively developed for identified students as part of the Nationally Consistent Collection of Data on School Students with Disabilities process (NCCD).
<b>Quality Teaching, Successful Students (QTSS)</b>	1.833 FTE staffing allocation	Funds were provided for each grade team and the executive leadership team to collaboratively plan each term and implement strategies within their Performance Development Plan. Team teaching, mentoring, programming and learning sprints involving observation and reflection occurred. Assistant Principals and Deputy Principals worked as instructional leaders within their grades.
<b>Support for beginning teachers</b>	41,358	Funding received enabled the support of Early Career Teachers in the beginning stages of their permanent appointment. Teachers accessed mentoring and coaching within the school. Additional time was provided to observe the practice of colleagues, engage in collaboration and reflect on feedback. Teachers participated in targeted professional learning sessions on reporting, programming and classroom management. There was a focus on the Australian Professional Standards for Teachers as staff were supported with the accreditation process. Access to Early Career Teacher networks was facilitated. Six teachers achieved their proficient accreditation status in 2018.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	535	546	537	506
Girls	510	545	542	540

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.3	96.4	96.4	96.2
1	96.8	96	96.5	96.2
2	96.3	96.8	96.2	95.8
3	96.9	95.2	96.8	96.3
4	96.9	97.6	96.6	96.7
5	96.4	96.5	96.3	95.3
6	96.3	96.2	95.1	95.9
All Years	96.7	96.4	96.3	96.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Our Attendance Policy focused on the school working with parents and carers to ensure regular attendance was maintained throughout the year. Parents and carers are informed of NSW State Government requirements through the school newsletter. When students are absent from school, in accordance with Department of Education policy, we request an explanation be provided to the class teacher stating the reason for the absence. Many parents/carers conveniently accessed our Skoolbag app for this purpose. A fully electronic reporting system for monitoring attendance is used. This roll is marked daily and records students who are absent. Class rolls are regularly checked by the Deputy Principal and Home

School Liaison Officer. Days absent are reported to parents/carers via the school report in Term 2 and 4. Partial absences are also indicated on these reports. Sign in and sign out procedures apply for students arriving late to school or leaving early. School attendance has remained constant this year. Attendance rates are higher than the state average. Many absences are due to family holidays. Parents/carers who need to take their child from school for an extended period are required to complete leave forms, which are approved by the school.

The resolution of attendance difficulties is reached with the following strategies: \* consistent communication with parents/carers (phone, email, interview) \* meeting with the students and parents/carers \* referral to the school's Learning and Support Team to identify and implement strategies that address student needs \* development of a school-based attendance/partial attendance improvement plans with the students and parents/carers \* referral to the school counsellor \* working collaboratively with other government and non-government agencies \* working with our Home School Liaison Officer \* use of interpreters and translated materials where needed \* seeking advice about culturally appropriate responses from relevant services and working in collaboration with them.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	39.98
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.6
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	7.07
Other Positions	0.4

\*Full Time Equivalent

Willoughby PS has one member of staff who identifies as Aboriginal.

### Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

## Professional learning and teacher accreditation

Professional Learning (PL) is a major component of staff development and as such is given high priority. Every teacher in the school accessed professional learning opportunities during the year. Strong, collaborative teaching practice is recognised as a strength of Willoughby Public School, enabling staff to learn with and from each other. The school receives funds from the Department of Education to provide for teacher release from class, casual teacher cover and course fees. Professional learning is strongly site-based, school focused and long term, related to DoE priority areas and staff personal learning goals. It is aligned with the School Plan so that desired outcomes associated with each target can be monitored and evaluated. Where possible, professional learning is researched-based to ensure quality and currency. Evaluation of professional learning was used to determine the impact on change in teacher practice and impact on student learning and achievement. All staff participated in a range of professional learning experiences including weekly grade/stage and whole school meetings and collaborative grade-based planning, assessment and reflection opportunities. Staff Development Days, executive and grade planning sessions allowed staff to complete compliance training and strengthened collaboration between teachers within and across our community of schools. Teachers engaged in consultation regarding their own Performance and Development Plan in 2018, with grades teams participating in goal setting, learning sprints, observations and the provision of meaningful feedback. Our School Plan strategic directions were evaluated and reviewed regularly and the milestones for future achievement were collaboratively determined. While teachers engaged in some self nominated and differentiated professional learning opportunities in 2018 according to need, the major professional learning focus areas were: \* school planning and consultation in regard to the school facilities upgrade and future focused teaching practice \* developing awareness and confidence in assessment for learning (AfL) strategies \* trialling project-based learning \* development of efficient and effective reporting systems using the Sentral platform \* working across our community of schools in implementing Dr Simon Breakspear's learning sprints \* development of leadership capacity with executive staff attending the Art of Leadership conference \* the school self evaluation process and external validation Support and administrative staff attended courses relevant to their areas of responsibility.

Six early career teachers worked towards their accreditation and 38 teachers continued to maintain their accreditation at Professional Competence level.

Our school continues to provide a supportive professional learning and mentoring program to assist all beginning and experienced teachers to meet the Australian Professional Standards for Teachers. Accreditation workshops were held regularly during the term as staff collected and annotated teaching evidence aligned to the Teaching Standards in preparation for the submission of accreditation documentation to NESA. Willoughby Public School received funding under the DoE's Great Teaching Inspired Learning initiative to support permanently appointed beginning teachers adjust to their new roles in NSW public schools. Our staff mentoring program continued with team teaching opportunities and some reduced teaching loads to support the development of skills and capacity. Team leaders supported staff through the Performance and Development process of goal setting, evidence and data gathering and teaching observations. Ongoing feedback is embedded in the collaborative practices of our school. In addition, early career teachers have had access to professional learning that focused on classroom and behaviour management, strategies to build student engagement, assessment and reporting, collaborative professional practices within the school and enhancing productive relationships with parents and carers.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	821,125
<b>Revenue</b>	8,512,746
Appropriation	7,576,458
Sale of Goods and Services	169,629
Grants and Contributions	748,887
Gain and Loss	0
Other Revenue	1,900
Investment Income	15,871
<b>Expenses</b>	-8,011,009
Recurrent Expenses	-8,011,009
Employee Related	-6,749,524
Operating Expenses	-1,261,485
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	501,737
<b>Balance Carried Forward</b>	1,322,862

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding. A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	6,485,039
Base Per Capita	210,475
Base Location	0
Other Base	6,274,564
<b>Equity Total</b>	260,204
Equity Aboriginal	642
Equity Socio economic	12,595
Equity Language	111,343
Equity Disability	135,623
<b>Targeted Total</b>	185,050
<b>Other Total</b>	466,966
<b>Grand Total</b>	7,397,259

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

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

## School performance

### NAPLAN

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

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

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

YEAR 3 results across all areas of Literacy demonstrated achievement well above state performance.

Reading: 82.6% of students achieved Band 5 or higher compared to 51.3% for the state.

Writing: 58% of students achieved Band 5 or higher compared to 45.2% for the state.

Grammar and Punctuation: 79.3% of students achieved Band 5 or higher compared to 47.8% for the state.

Spelling: 84.5% of students achieved Band 5 or higher compared to 50.3% for the state.

YEAR 5 results across all areas of Literacy demonstrated achievement well above state performance.

Reading: 80.8% of students achieved Band 6 or higher compared to 59.3% for the state.

Writing: 67.2 % of students achieved Band 6 or higher compared to 40.3% for the state.

Grammar and Punctuation: 87.2% of students achieved Band 6 or higher compared to 63.3% for the state.

Spelling: 86.4% of students achieved Band 6 or higher compared to 66.0% for the state.

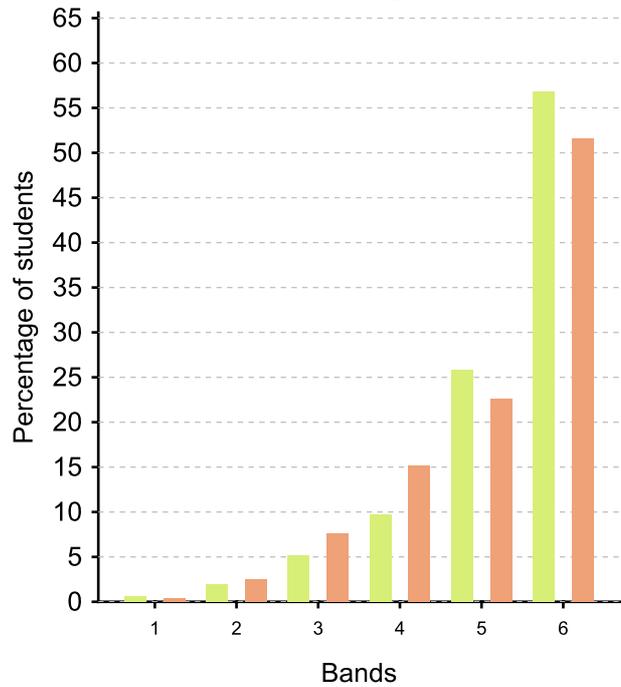
Growth in Reading from Years 3 to 5 showed that 71.6% of students achieved at or above expected growth compared to the state of 63.2%.

Growth in Writing from Years 3 to 5 showed that 65.8% of students achieved at or above expected growth compared to the state of 47.6%.

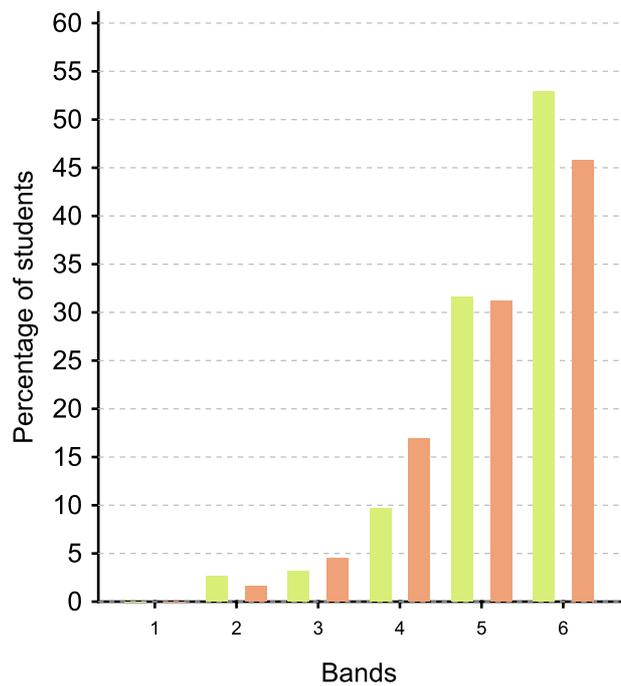
Growth in Grammar and Punctuation from Years 3 to 5 showed that 70.4% of students achieved at or above expected growth compared to the state of 56.5%.

Growth in Spelling from Years 3 to 5 showed that 67% of students achieved at or above expected growth compared to the state of 58.0%.

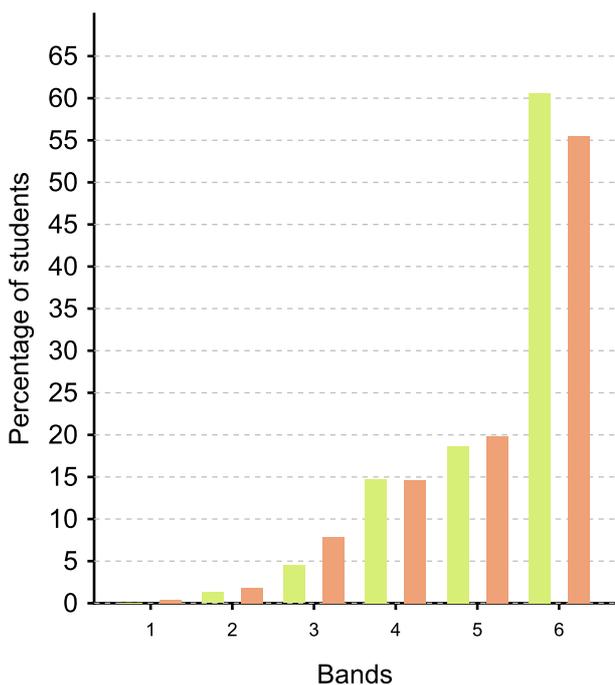
**Percentage in bands:**  
Year 3 Reading



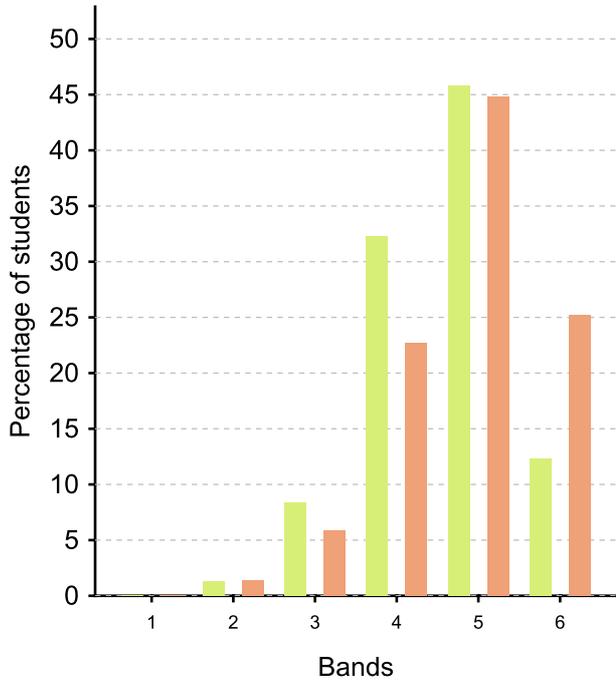
**Percentage in bands:**  
Year 3 Spelling



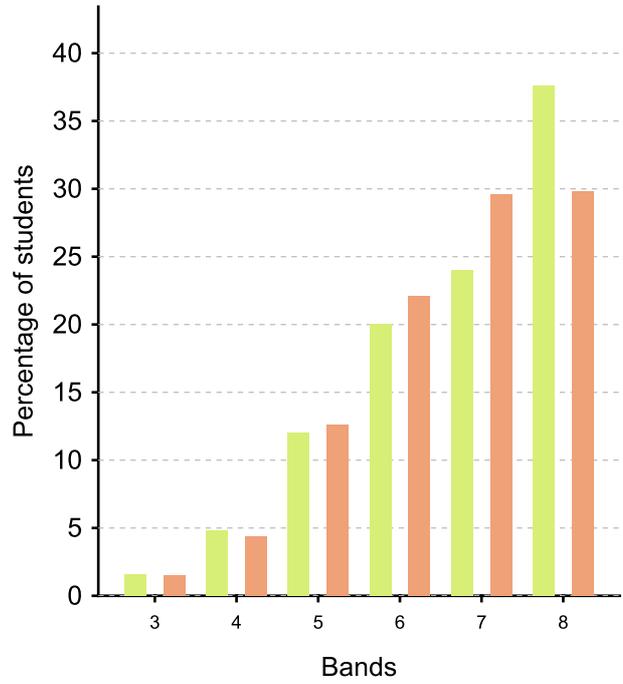
**Percentage in bands:**  
Year 3 Grammar & Punctuation



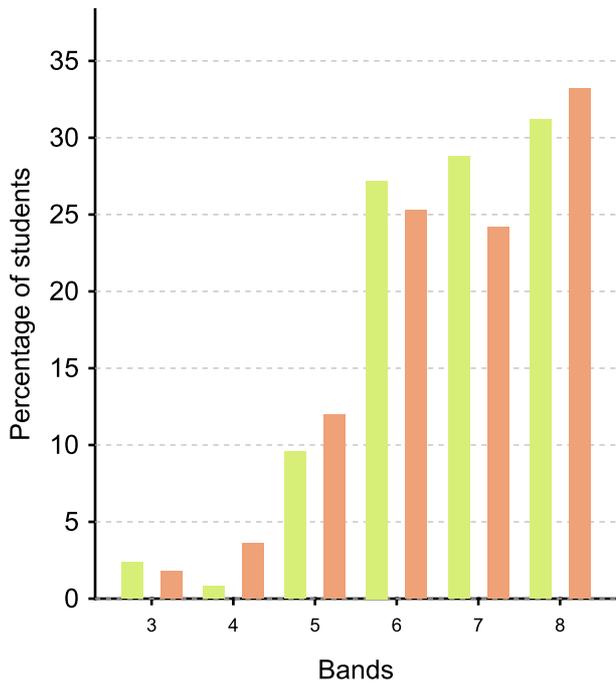
**Percentage in bands:**  
Year 3 Writing



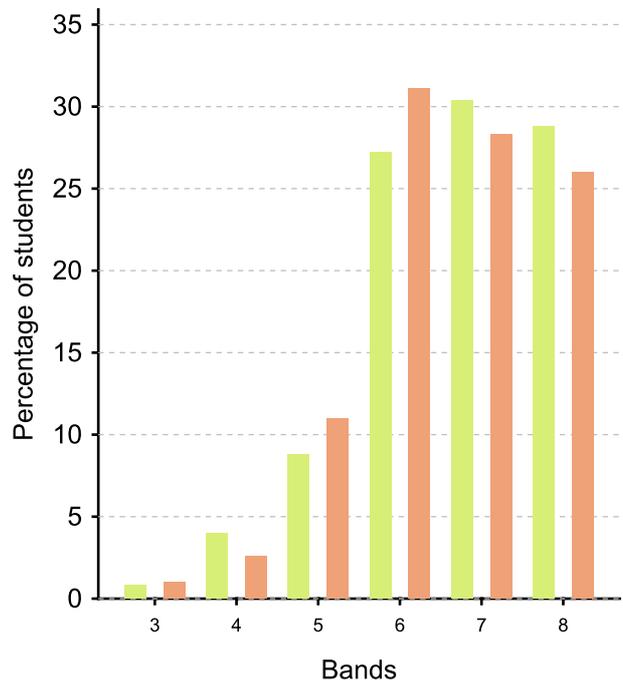
**Percentage in bands:**  
Year 5 Reading



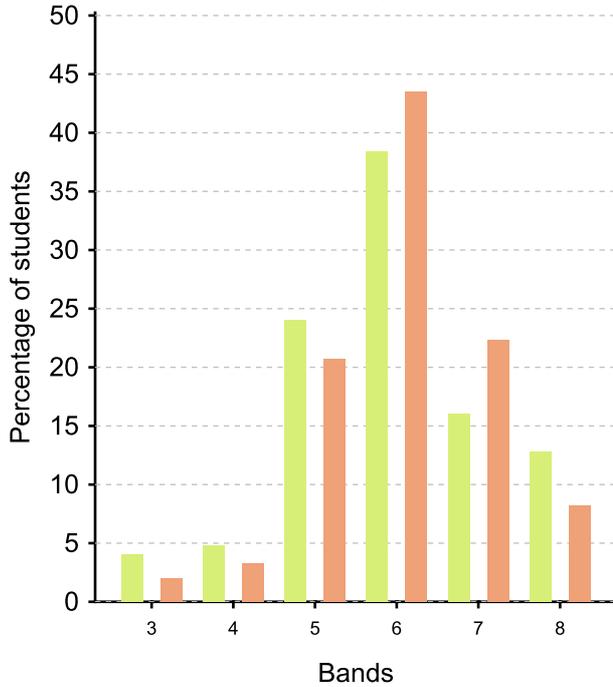
**Percentage in bands:**  
Year 5 Grammar & Punctuation



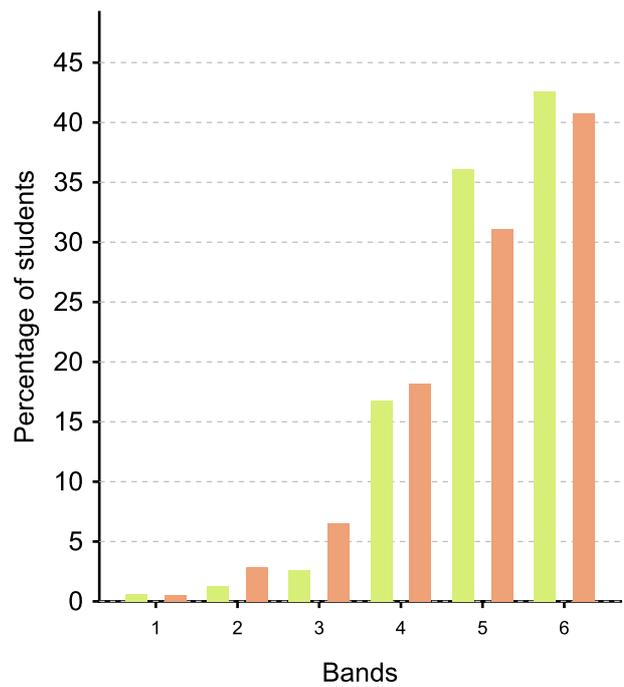
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy



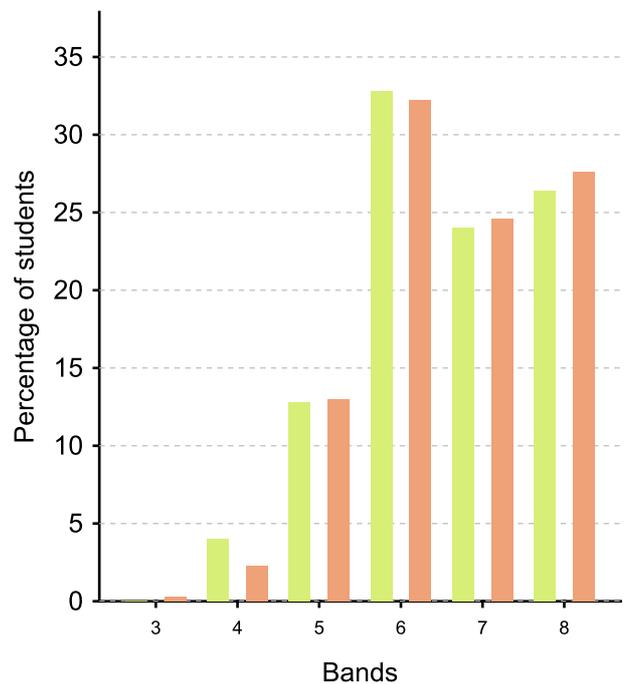
Achievement In Numeracy YEAR 3 and YEAR 5 results across all areas of Numeracy demonstrated achievement well above state performance.

78.7% of Year 3 students achieved Band 5 or higher compared to 40.7% for the state.

83.2% of Year 5 students achieved Band 6 or higher compared to 54.4% for the state.

Growth in Numeracy from Years 3 to 5 showed that 60.3% of students achieved at or above expected growth compared to the state of 59.8%.

**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data

The Premier's priority of 'Improving education results' is measured by student performance in the top two bands

in Reading and Numeracy.

On average, 69.64% of results in Reading and Numeracy for Years 3 and 5 were in the top two bands.

In Numeracy, Year 3 at our school had 78.71% in the top two bands and in Year 5, 50.4% results were in the top two bands.

In Reading, Year 3 averaged 82.58% and Year 5 averaged 61.6% in the top two bands

## Parent/caregiver, student, teacher satisfaction

The school sought the opinions of parents/carers and students about the school using the Tell Them From Me surveys. The surveys measure indicators based on the most current research on school and classroom effectiveness. Their responses are summarised as follows:

Parents/Carers – highest areas of satisfaction \* welcoming, inclusive, positive and safe school culture \* extensive range of extra-curricula opportunities for students \* caring, professional and invested staff who set high expectations for students \* a focus on literacy and numeracy

Students – highest areas of satisfaction (from 346 respondents in Years 4–6) \* development of positive relationships and behaviour \* strong sense of belonging and inclusion at school \* teachers who care and set high expectations for learning \* opportunity to participate in a wide range of activities \* student effort

Staff – highest areas of satisfaction \* a whole school approach to student wellbeing with clearly defined behavioural expectations \* embedded and explicit systems facilitating teacher collaborative practice and collegial support within and across grades/stages \* school resources to creatively meet a broad range of student learning interests and needs \* setting of high expectations for learning

Areas for future improvement and focus include: \* a need to focus on differentiation and personalised learning opportunities for high achieving students \* the use of formative assessment strategies and data to inform teaching practice and as evidence of impact on student learning \* capacity building in the development of future focused pedagogies and learning environments \* enhancing social skills and emotional wellbeing – including resilience \* sense of belonging – particularly compensating for effect of rebuild / split timetables

## Policy requirements

### Aboriginal education

Willoughby Public School acknowledges and pays respect to the traditional custodians of the land, of Elders past and present, and all Aboriginal people in the community, at assemblies and special events.

Students developed their knowledge about Aboriginal histories, culture and current Aboriginal Australia through the inclusion of a variety of Aboriginal and Torres Strait Islander perspectives in their learning and teaching programs. As part of our NAIDOC celebrations Willoughby Public School was privileged to welcome Christine Anu. Christine and her family have ties to the Torres Straits. Her Island Dreaming storytelling program incorporated traditional stories, song and dance, instrumental performances and cultural insights. Christine's contribution to Willoughby PS was enjoyed by all students K–6.

### Multicultural and anti-racism education

Our teachers integrate multicultural education through quality texts and literature units, and in History and Geography. Students participate in activities to raise their awareness of the cultural diversity within Australia such as Harmony Day. They have opportunities to research the various cultural groups who migrate to Australia and their important contributions to culture and the development of Australia as a nation. Students also study global connections and celebrations, in addition to looking at world religions and people's beliefs. The school has steadily increasing enrolments of students from diverse, non-English speaking backgrounds, predominantly Chinese, Korean and Japanese. Students who speak little or no English are prioritised for support through the EAL/D program. In addition, the program maintains support for students from non-English speaking backgrounds who are progressing through the school. The planning, implementation and evaluation of the school EAL/D support program is coordinated by the EAL/D teacher who works in collaboration with classroom teachers. Students are supported through team teaching and small group instruction. Interpreter services are available for parents/carers from non-English speaking backgrounds, when they need to discuss school matters. Willoughby PS has a trained Anti-Racism Contact Officer (ARCO). The school commits to the elimination of all forms of racial discrimination. Our school incorporates anti-racism education with in existing curriculum programs. School staff adhere to the Department's policy that no student, employee, parent, caregiver or community member should experience racism within the learning or working environment. If a situation should arise the ARCO is trained in complaints handling procedures.