

2021 Annual Report

Willoughby Girls High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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School vision

Willoughby Girls High School is an inclusive and supportive school dedicated to creating an environment where students grow to be independent, kind and open-minded people with the skills and confidence to thrive in all areas of life. The depth and diversity of our teaching and learning community is a source of connection and strength, empowering all members to pursue their goals and passions. Through rich learning experiences, students develop the creativity, flexibility and resilience needed to embrace the challenges and opportunities of an ever-changing world. Teachers, students and parents work together to foster an educational culture of engagement, effort and academic excellence.

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. Our school is proudly a local school, drawing students from within a short distance from the school. 54% of our students are from non English speaking backgrounds with 15% requiring significant EALD support and a further 15% requiring some support. In 2021 the staffing allocation for EALD is 4.2 teachers.

The school's staffing allocation for 2021 is 67.7 and 11 non-teaching staff. In 2021 the school has employed the equivalent of six additional teachers to support a broad curriculum and to facilitate effective professional learning, focused on literacy and higher order thinking. Included in this additional staffing is an additional 0.5 Learning and Support teacher to facilitate a more effective program for students with specific learning needs. The school also employs 2.4 Student Learning Support Officers who support these students in their regular classes.

The majority of the school's equity funding will be used to support EALD students and Learning Support students, including the temporary employment of a Head Teacher EALD and Literacy to lead implementation of our new EALD strategy and Literacy strategy. The school is well supported by families who contribute to resources through voluntary contributions and via donations to the P&C. We have a small but very active P&C group who allocate parent funds to resources for students. In 2021 those funds will be expended on the new netball court, a shade structure over the new basketball court as well as joint funding (with the NSW Department of Education) of science laboratory upgrades.

Our situational analysis has identified several areas for improvement, on which the School Improvement Plan is based. Firstly, we need to support students in improving reading comprehension and writing for academic purposes. Numeracy is a second area where improvement can be supported through professional learning led by specialist mathematics teachers. Students and teachers have identified the level of intellectual challenge as a third area for improvement and this is driving our Strategic Direction 2. Finally, student wellbeing is the focus of Strategic Direction 3. Students, teachers and families have all identified this as an area where we can implement further teacher learning and additional student-focused strategies to support the wellbeing of our students.

The school has recently begun Instructional Rounds, which is a well researched educational strategy for teacher professional learning. This strategy is led by an external provider (a retired principal) and two classroom teachers and involves teachers observing lessons using a framework of proven pedagogical strategies to improve student engagement in learning and achievement. The development of these strategies with all staff will support the improvement targets of higher student learning growth and achievement in Year 9 NAPLAN and the HSC.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students grow in their learning through explicit, challenging and research informed teaching to ensure all students reach their learning potential.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy & Literacy in Numeracy

Resources allocated to this strategic direction

Low level adjustment for disability: \$122,872.00

Summary of progress

The literacy, numeracy and faculty teams analysed internal and external assessment data to determine students' learning progress and identify what learning progress looks like. This led to initiating silent reading during Home Room three days per week for both students and teachers. The EAL/D and Learning Support teams have been working with individual students, small groups and teachers to support student needs.

All members of the literacy, numeracy, EAL/D and Learning Support teams can analyse data to determine students learning needs.

To date, any improvements in reading fluency or enjoyment of reading have not been measured. There is no evidence of significant impact on students' reading to date. All year 11 and 12 students met minimum standards for the HSC. Teachers have increased engagement with the EAL/D and Learning Support teams and teachers are more confident in delivering teaching and learning strategies to support all students. Improvement in EAL/D students' learning is also evidenced by the shift of most students onto the next EAL/D level, resulting in our loss of 2.4 EAL/D staffing for 2022. Staff regularly engage with PLP's and record on adjustments for students on Sentral.

The school improved its overall HSC ranking from second highest ranking comprehensive public school in NSW in 2020, back to the top rank in 2021. The school has been ranked in the top three comprehensive public schools for nine out of the past 10 years, and ranked number one for six of those years. The Term 2 learning from home and the one month delay in the HSC examination impacted our students. However, all students were happy with their achievements, including their ATARs.

Reading strategies introduced to teachers in 2021 have yet to show positive impact on students across the curriculum. All teachers were trained in the Super Six reading strategies and each faculty included focused reading lessons, with relevant resources, into one teaching and learning program.

The numeracy team's activities were thwarted this year by the lockdown - the Mathematics teachers analysed NAPLAN data and have planned their strategy to begin implementation in 2022. There has been no impact on students or teachers outside the Mathematics faculty to date. This activity is deferred to 2022.

No implementation to date. Year 9 Mathematics Scope and Sequence will be changed in Term 4, 2021 in preparation for implementation in 2022. Trigonometry, which is currently taught in Term 1 Year 9, will be taught later in the year. Pre NAPLAN test teaching will focus on revision of Stage 4 - Rates and ratios, percentages, fractions, decimals, best buys, profits and discounts, algebraic expressions. Pythagoras' theorem, Length, perimeter, volume and area, unit conversions, geometric figures, probability and statistics. this will enable students to revise the concepts that are regularly tested in NAPLAN numeracy.

In 2022 additional numeracy strategies, specifically KLA related, will be developed in 2022 by the Numeracy Team and faculty programs will be reviewed to include relevant strategies.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>HSC TOP 2 BANDS</p> <p>The percentage of HSC course results in the top two bands to be moving towards the school's lower bound system-negotiated target of 71.2%.</p>	<ul style="list-style-type: none"> • 63.25% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target.
<p>EXPECTED GROWTH - READING</p> <p>The percentage of students achieving expected growth in NAPLAN Reading moving towards the school's lower bound system-negotiated target of 73.6%.</p>	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading increased to 68.15% indicating progress toward the lower bound target.
<p>TOP TWO NAPLAN BANDS - READING</p> <p>The percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in Reading of 52.1%.</p>	<ul style="list-style-type: none"> • 46.88% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
<p>EXPECTED GROWTH - NUMERACY</p> <p>The percentage of students achieving expected growth in NAPLAN Numeracy moving towards the school's lower bound system-negotiated target of 67.7%.</p>	<ul style="list-style-type: none"> • Percentage of students achieving expected growth in numeracy decreased to 48.89% indicating progress yet to be seen toward the system-negotiated target.
<p>TOP TWO NAPLAN BANDS - NUMERACY</p> <p>The percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in Numeracy of 61.3%.</p>	<ul style="list-style-type: none"> • 48.75% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.

Strategic Direction 2: Pedagogy for deep learning

Purpose

Through rich and challenging learning opportunities students develop the creativity, flexibility and critical thinking students develop effective learning habits that foster an educational culture of engagement, effort and academic excellence.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Pedagogy for deep learning
- Assessment for learning progress

Resources allocated to this strategic direction

Socio-economic background: \$3,000.00

Professional learning: \$77,379.00

Summary of progress

The PBL Team, comprising three classroom teachers, two of whom had completed the Gold Standard PBL course with the senior executive in 2020 developed a draft plan for Year 10 and evaluation of Year 7 PBL. The PBL Team then trained the 2022 teachers in Gold Standard PBL, co-developed the plan for 2022 Year 10 course and the Semester 1 report criteria. Leadership of the Year 7 PBL has shifted to two classroom teachers who have met with the 2022 Year 7 PBL teaching team to rework the program, based on students and teacher feedback from 2021. Year 7 Learning Conferences were initiated in Term 1, where students reflected on their individual progress against their set learning goals. Due to COVID restrictions and learning from home, assessment practices were modified.

Instructional Rounds continued throughout Semester 1 but was put on hold in Semester 2 due to teaching and learning moving to learning from home. 78% of teachers have been trained. All teachers participated in Learning Groups with the group of teachers with whom they undertook Instructional Rounds training. Untrained groups engaged in the learning through readings and guidance from the two Instructional Rounds leaders. Learning groups met fortnightly (except during the Term 3 learning from home period) where they shared practice, experimented with different methods of explicit teaching and learning intentions which were the Learning Patterns focus for Semester 1.

Survey results indicated that the revamped PBL program was more engaging for both students and teachers. A significant number of staff were able to participate in instructional rounds during semester 1. In term 4, teachers focused on developing their pedagogy. Survey results for the Year 7 Learning Conferences indicated that the conferences were positively received.

For PBL, high quality authentic projects were produced by students. This was particularly evidenced while students were learning from home. Staff knowledge of pedagogy has developed and evidence of improved practice is occurring.

The success of Year 7 PBL led to the development of Year 10 Major Works, which will be instigated in 2022. Instructional Rounds in 2022 will see all staff trained and a continued focus on pedagogy. Year 7 Learning Conferences will continue in their current format in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
HIGH EXPECTATIONS As measured by the School Excellence Framework, in the theme of 'Learning Culture - High Expectations' the school is moving towards the school identified target of Excelling.	<ul style="list-style-type: none">• Self-assessment against the School Excellence framework shows the theme of Learning Culture - High Expectations to be sustaining and growing.

EFFECTIVE CLASSROOM PRACTICE

As measured by the School Excellence Framework, in the element of 'Effective Classroom Practice' the school is moving towards the school identified target of Excelling.

- Self-assessment against the School Excellence framework shows the element of 'Effective Classroom Practice' to be sustaining and growing.

Strategic Direction 3: A safe and supportive school

Purpose

All staff provide an inclusive and supportive learning environment dedicated to ensuring students grow to be independent, kind and open-minded people with the skills and confidence to thrive intellectually, socially and emotionally.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Ensure a collaborative learning environment that supports emotional, social and intellectual strength
- Build more proactive and streamlined wellbeing structure and systems

Resources allocated to this strategic direction

: \$4,000.00

Summary of progress

To support students learning growth, emotional and social strength, wellbeing and attendance check-in's were introduced in 2021 with regular check-in's occurring for all students. These check-in's involved surveys, Year Adviser or Assistant Year Adviser catch up's, SSO support, phone calls and the establishment of an online wellbeing hub. Wellbeing initiatives such as year 12 student breakfasts, year meetings and wellbeing programs and days took place across the year to build students sense of belonging and intellectual strength.

The online attendance check-in's led to the daily attendance percentage improving for all students. Parent phone calls during online learning and return to campus were positively received.

These check-in's have led to improved attendance and engagement, particularly during Term 3 when schools were in lockdown. For students identified as needing support or having attendance concerns in term 3, they were provided the opportunity to come to school and be supported by the learning and support team.

To sustain our wellbeing structure and systems, wellbeing and attendance check-in's will continue with the addition of more regular and consistent communication home. To better engage with our diverse community, a focus in 2022 will be the development of a community engagement plan.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
ATTENDANCE: The percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 94.3%.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased by 1.4%.
WELLBEING TTFM Wellbeing data (advocacy, belonging, expectations) is moving towards the school's lower bound system-negotiated target of 72.11%.	<ul style="list-style-type: none">• Tell Them From Me data indicates 66.03% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
The school is moving towards developing Reconciliation Action Plan in consultation with the Wattamattagal (Ryde) AECG and the school's	<ul style="list-style-type: none">• Delayed initiatives in Semester 2 have required this work to be postponed to 2022.

Aboriginal students and families.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$41,280.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Willoughby Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$20,055.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Willoughby Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Pedagogy for deep learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources • additional staffing to implement literacy programs to support identified students with additional needs • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Literacy and Numeracy NAPLAN results improved achieving above state and statistically similar school groups (SSSG)</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to fund those families identified as needing financial assistance.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Willoughby Girls High School. Funds under</p>

<p>\$1,384.00</p>	<p>this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Aboriginal families engaging in the PLP process with authentic conversations as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$516,586.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Willoughby Girls High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: student progress showing high growth on the EAL/D learning progressions, with EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$122,872.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Willoughby Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy & Literacy in Numeracy

<p>Low level adjustment for disability</p> <p>\$122,872.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>COVID ILSP</p> <p>\$22,424.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy/HSC • providing intensive small group tuition for identified students • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	0	0	0	0
Girls	950	961	966	938

Student attendance profile

School				
Year	2018	2019	2020	2021
7	96.2	95.9	95.7	96
8	96	93.9	93.3	93.9
9	95.1	93.5	90.9	94.3
10	94.9	94.3	92.4	91.9
11	93	93.8	94.6	91.4
12	93.3	94.2	94.7	93.7
All Years	94.7	94.3	93.6	93.6
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	1.91
Employment	0	0	1.29
TAFE entry	0	1.48	5.8
University Entry	0	0	83
Other	0	0	3.5
Unknown	0	0	4.5

Year 12 students undertaking vocational or trade training

12.20% of Year 12 students at Willoughby Girls High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Willoughby Girls High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46.9
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	4.2
School Counsellor	1
School Administration and Support Staff	11.77
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	979,108
Revenue	11,648,179
Appropriation	10,357,372
Sale of Goods and Services	28,296
Grants and contributions	1,251,092
Investment income	1,419
Other revenue	10,000
Expenses	-11,835,765
Employee related	-10,091,283
Operating expenses	-1,744,482
Surplus / deficit for the year	-187,586
Closing Balance	791,522

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	23,807
Equity Total	657,204
Equity - Aboriginal	692
Equity - Socio-economic	17,055
Equity - Language	516,586
Equity - Disability	122,871
Base Total	9,026,578
Base - Per Capita	238,234
Base - Location	0
Base - Other	8,788,344
Other Total	438,907
Grand Total	10,146,495

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

School performance - NAPLAN

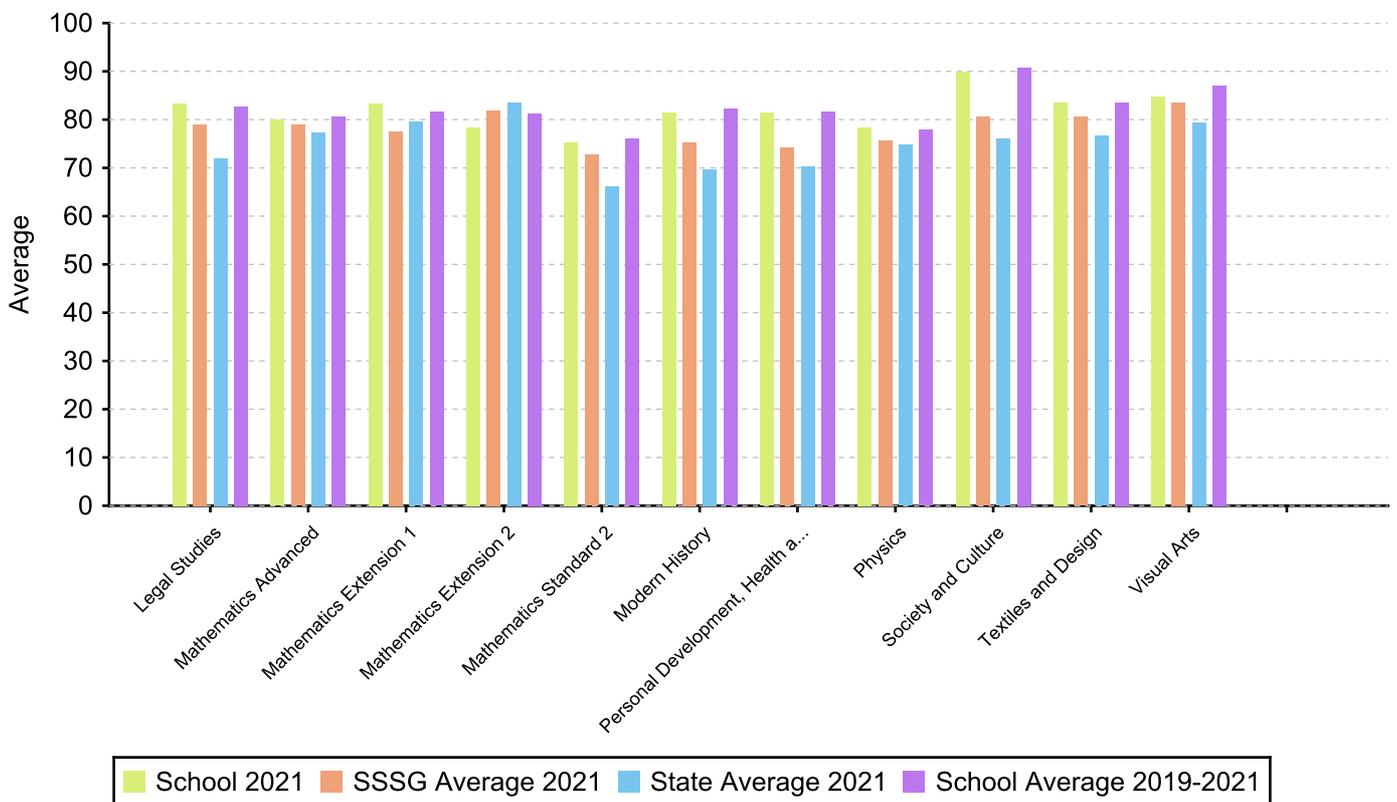
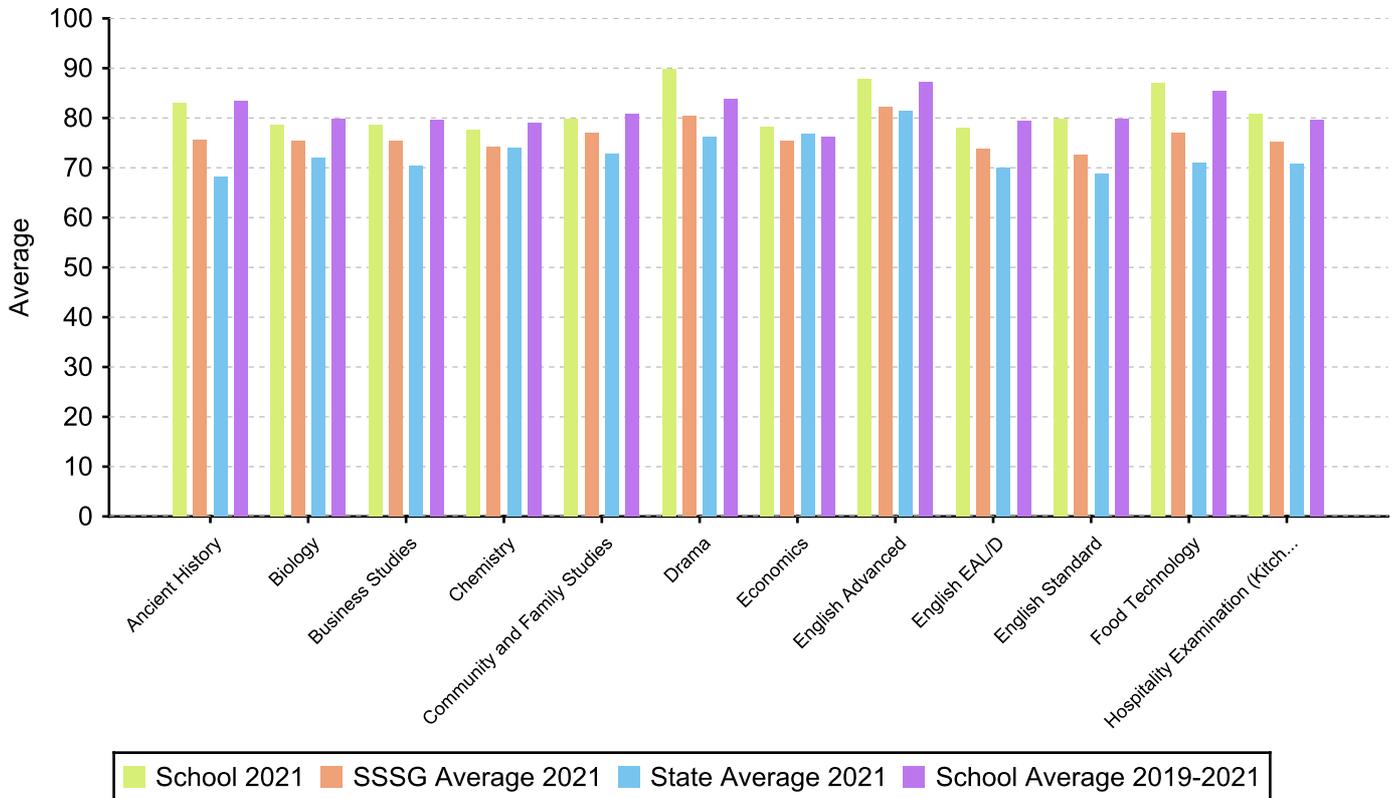
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

School performance - HSC

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

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



Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	83.0	75.7	68.1	83.5
Biology	78.6	75.5	71.9	79.8
Business Studies	78.7	75.5	70.4	79.6
Chemistry	77.6	74.2	74.1	79.0
Community and Family Studies	79.8	77.0	72.7	80.7
Drama	89.9	80.4	76.1	83.9
Economics	78.1	75.4	76.7	76.1
English Advanced	87.8	82.3	81.4	87.1
English EAL/D	77.9	73.8	70.0	79.3
English Standard	79.7	72.5	68.8	79.8
Food Technology	87.1	77.1	71.0	85.5
Hospitality Examination (Kitchen Operations and Cookery)	80.8	75.3	70.8	79.6
Legal Studies	83.4	79.0	72.0	82.7
Mathematics Advanced	79.9	78.9	77.4	80.7
Mathematics Extension 1	83.4	77.6	79.5	81.5
Mathematics Extension 2	78.4	81.9	83.5	81.3
Mathematics Standard 2	75.3	72.7	66.1	76.0
Modern History	81.5	75.3	69.7	82.2
Personal Development, Health and Physical Education	81.4	74.1	70.3	81.6
Physics	78.4	75.6	74.8	77.9
Society and Culture	90.0	80.5	76.0	90.8
Textiles and Design	83.5	80.5	76.6	83.5
Visual Arts	84.8	83.6	79.4	87.1

Parent/caregiver, student, teacher satisfaction

Parents and students were satisfied and appreciative during the online learning period where student wellbeing was prioritised. Regular check-in's with students occurred throughout 2021 with parents also regularly contacted via email or phone. Improved communication home was a priority and parents responded to this positively with increased parent engagement at online events throughout the year. Teachers were satisfied with the adjustments made to their working conditions and support during Terms 3 and 4. Many parent and student events were unable to occur due to restrictions in place throughout 2021.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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