

Willoughby Public School Annual Report



2016



3449

Introduction

The Annual Report for **2016** 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.

Margaret Charlton

Principal

Message from the Principal

It is with great pleasure that I present the 2016 Annual School Report for Willoughby Public School. Our school prides itself in having delivered outstanding quality education to the Willoughby community for over 150 years. This is achieved through strong academic, sporting, cultural and student welfare programs. These outstanding achievements can be attributed to the school's dedicated, enthusiastic and committed staff, parents/carers and students. We have a well-resourced learning environment and provide quality teaching and learning for all our students in a positive and happy climate.

Willoughby Public School provides the highest quality education for all students, delivering an extensive curriculum focusing on developing skills in literacy and numeracy supported by the integration of technology. Our highly qualified and dedicated teachers strive to bring out the best in every child through quality teaching and learning programs delivered in stimulating and supportive learning environments. Specialist support programs assist students experiencing difficulty with their learning, whilst experienced staff provide enrichment and extension for high achieving students. At Willoughby we aim to meet the individual needs of all our students.

A great strength of Willoughby is the number of extra-curricular activities offered including our Band program, choirs, dance groups, public debating teams, Chinese and Italian programs, enrichment groups, extension studies, leadership programs, Cromehurst buddy program, school buddy program, chess club program, awards in the Premier's spelling and writing competitions and awards in external competitions. Our proud history of sporting achievement is strengthened by the wealth of sporting opportunities provided for the students and supported by skilled staff and dedicated parents/carers. We encourage all students to strive for their personal best and the evidence of this can be seen in their academic, sporting and cultural successes.

Once again the school and parents/carers worked closely together throughout 2016 for the benefit of the school and the children. The vast majority of our parents assist the school in a wide range of roles in and out of the classroom throughout the year. 2016 saw a range of events, where our community worked together for the benefit of the school. The P&C Association continued to work in collaboration with the school to provide invaluable support for students across the school.

The Annual School Report provides a summary of our achievements in 2016 and gives a structure to communicate our priorities and the focus of our learning in 2017.

School background

School vision statement

At Willoughby Public School, we believe in '*Educating for Excellence*' within an inclusive environment so that students reach their true potential and become confident, creative individuals who are prepared to embrace 21st century changes.

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, 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. Community language programs are offered in Chinese and Italian. 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. The school executive has rated Willoughby Public School in each of the elements within the three domains, using evidence to show performance at delivering, sustaining and growing or excelling.

In the domain of Learning, our efforts have focused primarily on wellbeing, curriculum and learning. The strong performance of the school in creating a positive and productive learning environment is recognised amongst staff, students and the wider community and has been a feature of our progress. The school promotes a culture of high expectations for student learning in a supportive and inclusive environment. Each student is encouraged to achieve their best. The Positive Behaviour Engaging Learners (PBEL) philosophy links with the school values. It develops positive student behaviours which enhances the learning environment and school culture.

The school values ongoing professional development and targeted support for early career teachers. Teacher mentoring in curriculum delivery, assessment practices and classroom management were highly valued. Each staff member had a Performance and Development Plan (PDP), which linked to specific individual goals for improving their teaching practice. In the assessment and reporting domain, staff are further expanding the opportunities for students to use the reporting process to reflect on their own learning and identify specific areas for improvement.

Learning Culture – *sustaining and growing*

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. Individual learning continued as a focus for students requiring support and extension.

Wellbeing – *sustaining and growing*

Willoughby PS 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 the 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, contributing to the wellbeing of others and the wider community.

Curriculum and Learning – *sustaining and growing*

Willoughby PS provides a range of extra–curricular opportunities for student development. Teachers differentiate curriculum delivery to meet the needs of individual students. They actively collect and use information to support students' successful transitions. Teachers involve students and parents/carers in planning to support students as they progress.

Assessment and Reporting – *delivering*

Internal and external assessment data is used to monitor, track and report on student and school performance. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Teachers work collaboratively to set transparent criteria for student assessment and have in place principles of consistent assessment and moderation.

In the domain of Teaching, staff collaboration was a focus. An important opportunity has been provided to staff members in relation to planning, teaching and growing as a team in each of our stages. Professional learning sessions had a greater emphasis on curriculum delivery and student learning. Teachers worked in stage teams and across stage groups to broaden their understanding of the new curriculum and programming strategies to meet student needs. Changes in teacher practice, including the use of technology, data analysis, classroom observations, feedback and syllabus knowledge, has resulted in increased levels of student learning and engagement. Teachers are developing evidence based practice through their reflections and evaluations of collective work.

Effective Classroom Feedback – *sustaining and growing*

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. They provide explicit, specific and timely formative feedback to students on how to improve.

Data Skills and Use – *delivering*

Teachers analyse and use student assessment data to understand the learning needs of students. 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. Student performance data is provided to the community and used by the school leadership team to inform key decisions. A range of assessment strategies are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

Collaborative Practice – *sustaining and growing*

Teachers work together to improve teaching and learning in their year groups and for specific student groups. They provide and receive planned constructive feedback from colleagues, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

Learning and Development – *sustaining and growing*

Teachers actively share learning from targeted professional development with others. At Willoughby PS there is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance.

Professional Standards – *sustaining and growing*

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. They are committed to their ongoing development as members of the teaching profession. Teachers at Willoughby PS work beyond their classrooms to contribute to broader school programs.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school, including student and community expertise. This approach recognises that leadership development is central to the achievement of school excellence. The staff leadership team has been successful in leading the initiatives outlined in this report, building capabilities to create a dynamic school learning culture. Through the generous support of the Parents and Citizens Association (P&C), additional funds were provided to expand resources for school programs. Plans for the coming year include further development of school site facilities.

Leadership – *sustaining and growing*

At Willoughby PS parents/carers and community members have the opportunity to engage in and are valued for their contribution to a wide range of school-related activities. The school has an excellent reputation in the wider community and links exist with communities of schools and other organisations to support the school's programs. The school is committed to the development of leadership skills in staff and students. Leadership development is central to school capacity building.

School Planning, Implementation and Reporting – *delivering*

The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. Willoughby PS acknowledges and celebrates a wide diversity of student, staff and community achievements.

School Resources – *sustaining and growing*

School-based and other facilities are used creatively to meet a broad range of student learning interests and needs. Physical learning spaces are used flexibly, and technology is accessible to staff and students.

Management Practices and Processes – *sustaining and growing*

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.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Learning and engagement

Purpose

To promote diverse personalised learning for each student in a way which is purposeful and engaging. Students communicate, collaborate and take responsibility for their own learning in order to become successful, confident and resilient.

Overall summary of progress

Major focus on effective assessment strategies and use of PLAN to record and track students achievement against the literacy and numeracy continuums. Staff continued to build their knowledge of and ability to use the literacy and numeracy continuums to inform the learning of students in their classes. Staff participated in a range of professional learning to enhance capacity to utilise student achievement data effectively to differentiate learning for students. Regular opportunities to moderate student work samples and achievement data enabled staff to develop a consistent understanding of what student achievement looked like at each level.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Differentiated teaching and learning programs meet the needs of all students. Student growth in literacy and numeracy is above DEC average in NAPLAN assessments. Students achieve literacy and numeracy cluster level benchmarks using PLAN.	Collaborative planning has been a focus for grade teams and teachers have been given time to work together on refining, evaluating and redesigning teaching and learning programs to ensure differentiation for students. Class programs reflect differentiation in literacy and numeracy. Student growth has continued to be fostered through a number of targeted programs and initiatives across the school including MINILit, Reading Recovery, Spelling Mastery, ability based grouping and enrichment activities. Students continue to perform extremely well in NAPLAN assessments. The average growth in literacy and numeracy is significantly above DEC averages. Teachers regularly monitor and plot students levels of achievement on literacy and numeracy continuums using PLAN.	\$7500 collaborative planning release days \$200 000 SLSO program

Next Steps

- Provision of professional learning to support Assessment for Learning (AfL) strategies.
- Ongoing analysis of PLAN data.
- Continued support engaging staff in broader data analysis to inform practice and to differentiate learning for students.
- Review of School Excellence Framework assessment data, particularly in the domains of learning and teaching to determine our school directions for the 2018–2020 School Plan.

Strategic Direction 2

Building and developing capacity

Purpose

To ensure high quality teaching and learning practices are consistently implemented across the school by teachers and support staff through ongoing professional development, teacher accreditation processes and the embedding of 21st century skills across the curriculum.

Overall summary of progress

The implementation of the new Performance Development Framework has led to staff engaging in a deeper reflective process to guide their ongoing development at an individual and grade level. Regular and effective monitoring and feedback processes are in place to enable the discussion of progress, identification of support and future opportunities for professional development. Opportunities to connect with teachers from other schools, specialist and support settings ensured a plan for growth was inclusive of all staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Performance and development plans and practices reflect Australian Teaching Standards. Quality Teaching Framework embedded in teaching and learning practice.	All staff participated in the development, implementation and review of their Performance and Development Plan. Each staff member linked their PDP goals to the Australian Professional Standards for Teachers. Lesson observations and collaborative teaching sessions facilitated the identification of and reporting back on specific elements of Quality Teaching.. Staff are developing a greater understanding of how best to drive their own professional learning and to actively seek feedback and mentoring as an important part of their ongoing growth.	\$46148 PL funds \$28000 QTSS allocation

Next Steps

- The development of leadership skills within the executive staff, working with academic partner Dr Simon Breakspear, implementing the Improvement Sprint model to further enhance effective mentoring, encourage reflective practice and evidence collection.
- Review school-based professional learning to align with Australian Professional Standards for Teachers and the School Plan.
- Using QTSS and PL funds to further build collaborative practice, mentor early career teachers and ensure all staff are familiar with and supported in achieving their relevant accreditation levels.
- Embed the implementation of the History and Geography syllabuses, evaluating and refining school-based scope and sequences.
- Formation of a project based learning team to explore the development of future-focused pedagogies and flexible learning environments.

Strategic Direction 3

Connectedness with the community

Purpose

To foster a supportive learning environment, working collaboratively to form strong partnerships and strengthen relationships with our school communities.

Overall summary of progress

Our community partnerships are well developed. The school is characterised by the strong, supportive involvement of parents/carers and community members in a wide and varied range of activities. Fundraising and school events are well organised and publicised by the P&C and Class Parent Representative network, with a high level of attendance. Our parents/carers are very positive about the school and this enhances a culture of collaboration and engaged communication. Members of the P&C, school executive and wider community actively contribute as part of the Project Reference Group (PRG), providing direction and liaising in regard to the planned school site upgrade. The school leadership teams and Student Representative Council (SRC) provide effective channels for student voice in decision making processes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Partnerships are established in the local and wider community that connect to student learning. Teaching and learning units embed social and emotional learning intentions and success criteria.	PBEL procedures reviewed and updated, with Willoughby Way awards successfully implemented K–6. Ongoing information and messages provided to the community to develop a common understanding of school values and culture. 310 students were presented with badges at our PBEL celebration assemblies. Incidence reports reduced by 10% from the previous year. Range of successful community activities (welcome to school events, orientation sessions, Family Fun Night, BBQ fundraisers, school information evenings and open days, World Environment Day, book fair, sporting events, carnivals and gala days, band, chess, choir and debating opportunities, in addition to our weekly scripture and ethics classes) facilitated stronger student connections with community groups. Students participated in Life Education, the Cromehurst program, SRC, buddies and a wide range of other activities to facilitate social and emotional learning.	\$5000

Next Steps

- Enhancing school facilities through the Willoughby Public School upgrade process.
- Restructuring of the SRC grade groupings and mentoring from Willoughby Girls High School SRC.
- Following professional learning, upskilling staff to implement the PBEL Classroom Strategies suite.
- Staff awareness raising with the Wellbeing framework, embedding student needs in the 2018–2020 School Plan.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	No funding received in 2016.	\$0
English language proficiency	An English as an Additional Language or Dialect (EAL/D) teacher was employed five days per week. The teacher worked to support staff in developing targeted resources and program adjustments, and assisted identified students enabling them to progress to higher levels of English proficiency.	\$125150
Low level adjustment for disability	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).	\$121541
Quality Teaching, Successful Students (QTSS)	Funds were provided for each grade team to collaboratively plan each term and implement strategies within their Performance Development Plan. Team teaching, mentoring, programming and lesson studies involving observation and reflection occurred.	\$28000
Socio-economic background	To support equitable participation in school events and activities students from families experiencing financial difficulties were provided with the same curriculum related resources and opportunities including excursions.	\$13309
Support for beginning teachers	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. Five teachers achieved their proficient accreditation status in 2016.	\$41804

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	508	518	535	546
Girls	446	476	510	545

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.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.1	96.4	97.3	96.4
1	96.7	95.9	96.8	96
2	96.5	96.7	96.3	96.8
3	96.9	96.5	96.9	95.2
4	97	97.6	96.9	97.6
5	96.6	96.7	96.4	96.5
6	95.7	96	96.3	96.2
All Years	96.5	96.6	96.7	96.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

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 children 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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	41.53
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.6
Teacher of ESL	1
School Counsellor	0
School Administration & Support Staff	7.27
Other Positions	0.6

*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	70
Postgraduate degree	30

Professional learning and teacher accreditation

Professional Learning (PL) is a major component of staff development. Every teacher in the school accessed professional learning opportunities during the year.

The school receives funds from the Department of Education to provide for teacher release from class 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 could be monitored and evaluated. Literacy, numeracy, ICT and syllabus requirements for the National Curriculum, particularly Geography and History have been the major focus areas for professional learning this year. Many professional learning sessions were led by personnel with expertise from within the school. WPS staff development days were focused on team planning for learning activities in 2016 and consistent teacher judgement activities including assessment, reporting and programming for quality teaching and learning.

The other main areas of professional learning in 2016 included: Australian curriculum syllabus implementation, quality teaching, literacy and numeracy, leadership and career development and differentiated learning. Staff also completed mandatory training in child protection, code of conduct, work health and safety, anaphylaxis and CPR.

Teachers began programming using the new NSW History and Geography syllabus documents and developed scope and sequence documents for every grade to ensure programming was consistent and time was given to each component of the syllabus. 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.

Teachers engaged in consultation regarding their own Performance and Development Plan in 2016, with grades teams participating in goal setting, lesson study 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.

Support and administrative staff attended courses relevant to their areas of responsibility.

Teacher Accreditation

Five early career teachers worked towards their accreditation and 20 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 sessions 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 BOSTES.

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 (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	1 330 629.12
Global funds	613 218.98
Tied funds	236 829.52
School & community sources	826 487.84
Interest	18 709.31
Trust receipts	14 413.86
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	148 551.52
Excursions	118 694.07
Extracurricular dissections	265 849.98
Library	20 626.44
Training & development	0.00
Tied funds	570 328.24
Short term relief	138 053.66
Administration & office	177 906.81
School-operated canteen	0.00
Utilities	72 093.36
Maintenance	44 106.09
Trust accounts	13 234.00
Capital programs	57 051.98
Total expenditure	0.00
Balance carried forward	0.00

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 764 811.27
(2a) Appropriation	1 437 638.75
(2b) Sale of Goods and Services	9 750.00
(2c) Grants and Contributions	312 849.65
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	4 572.87
Expenses	-727 831.31
Recurrent Expenses	-727 831.31
(3a) Employee Related	-231 435.90
(3b) Operating Expenses	-496 395.41
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	1 036 979.96
Balance Carried Forward	1 036 979.96

	2016 Actual (\$)
Base Total	6 313 263.78
Base Per Capita	56 856.54
Base Location	0.00
Other Base	6 256 407.24
Equity Total	239 999.95
Equity Aboriginal	0.00
Equity Socio economic	13 309.01
Equity Language	125 150.42
Equity Disability	101 540.53
Targeted Total	178 377.12
Other Total	187 047.00
Grand Total	6 918 687.86

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.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

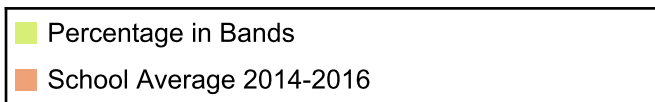
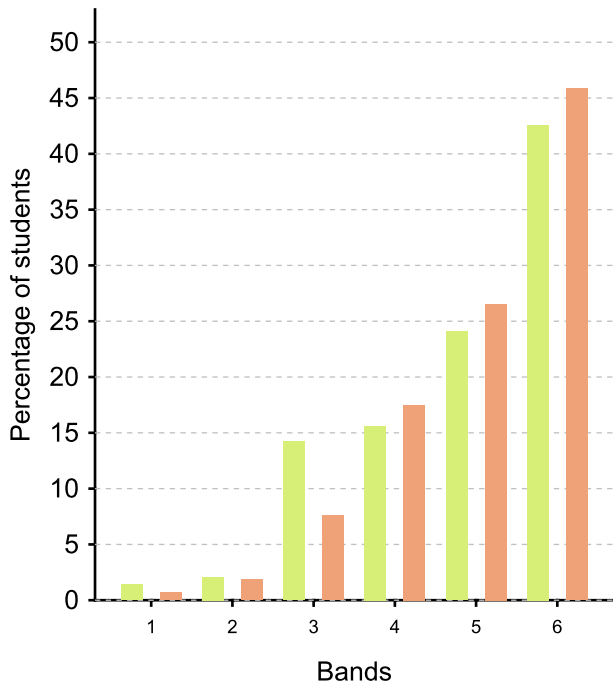
The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

School performance

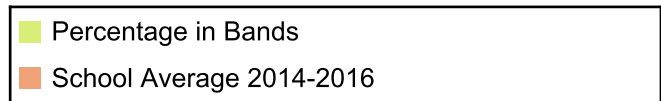
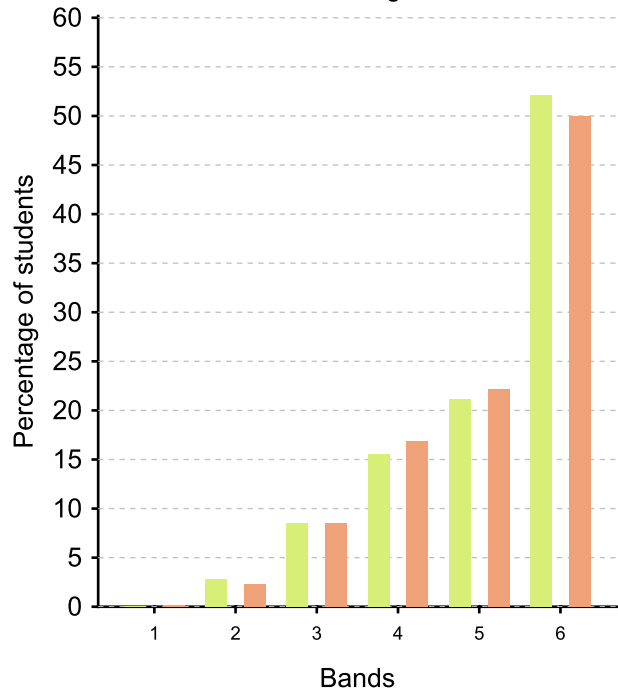
NAPLAN

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.

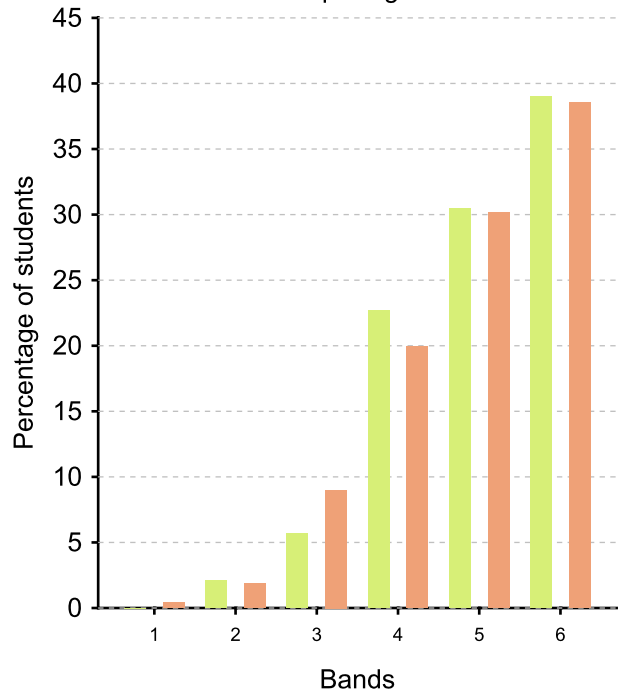
Percentage in bands:
Year 3 Grammar & Punctuation



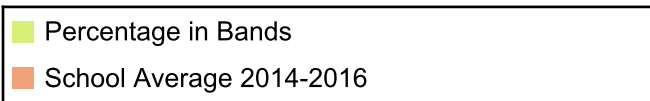
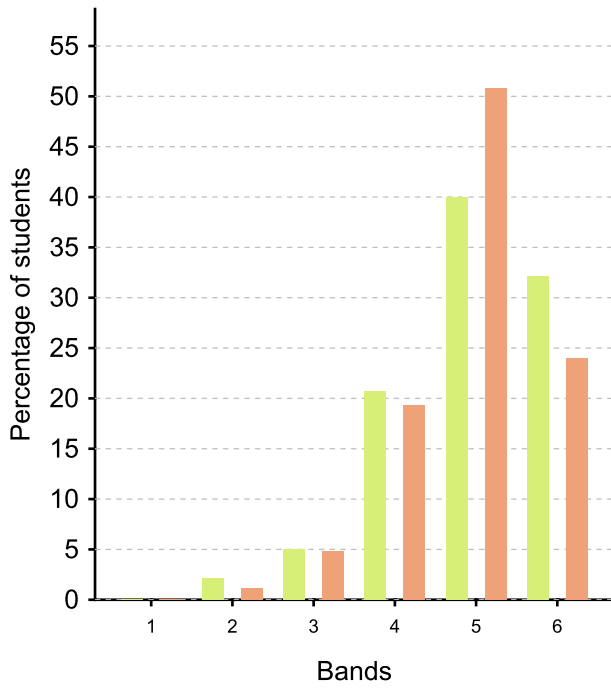
Percentage in bands:
Year 3 Reading



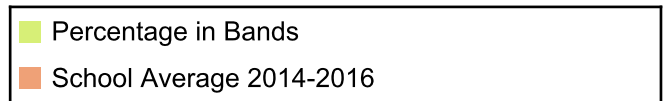
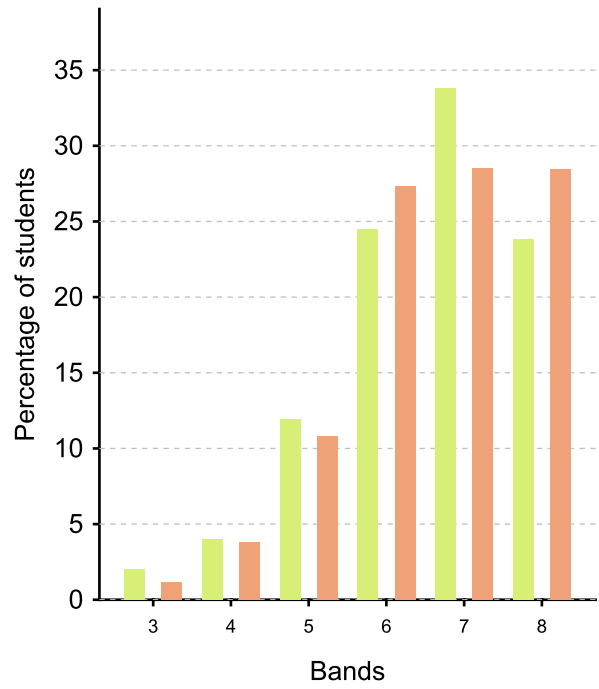
Percentage in bands:
Year 3 Spelling



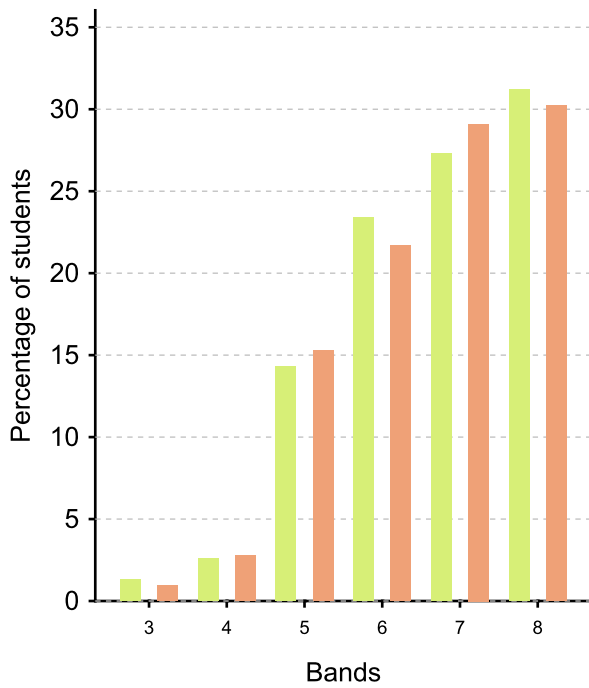
Percentage in bands:
Year 3 Writing



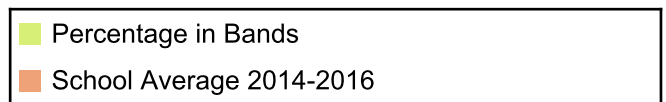
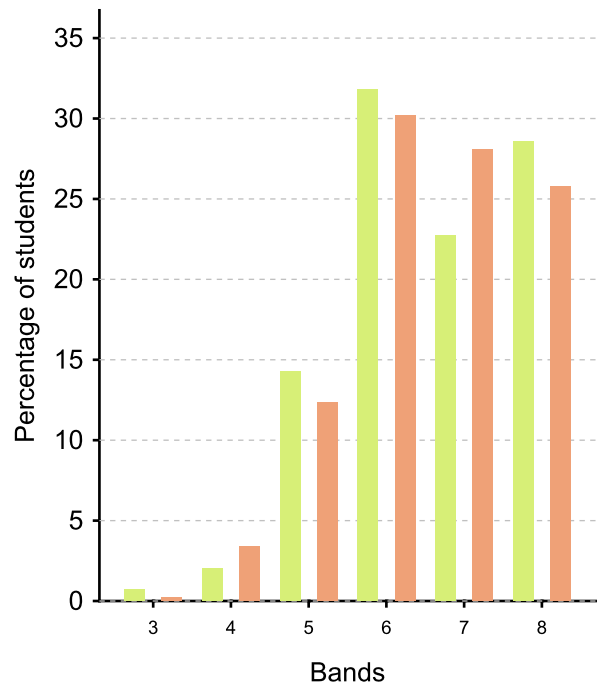
Percentage in bands:
Year 5 Reading



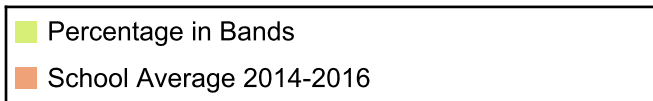
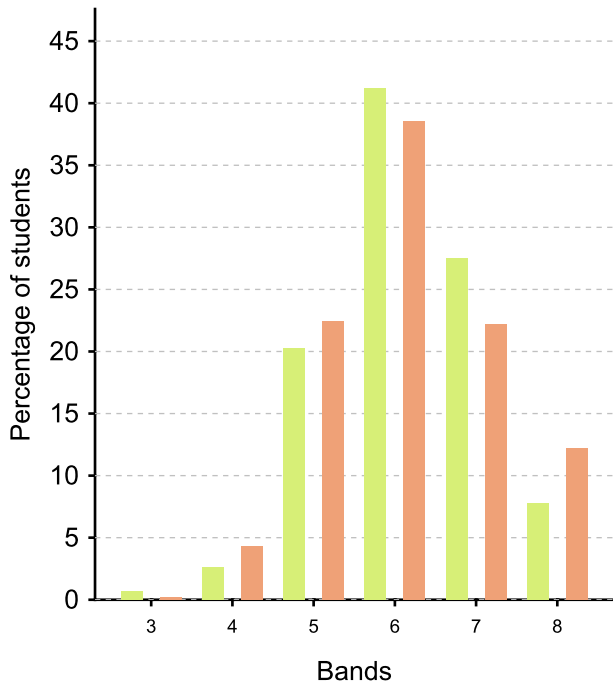
Percentage in bands:
Year 5 Grammar & Punctuation



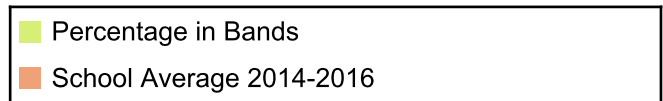
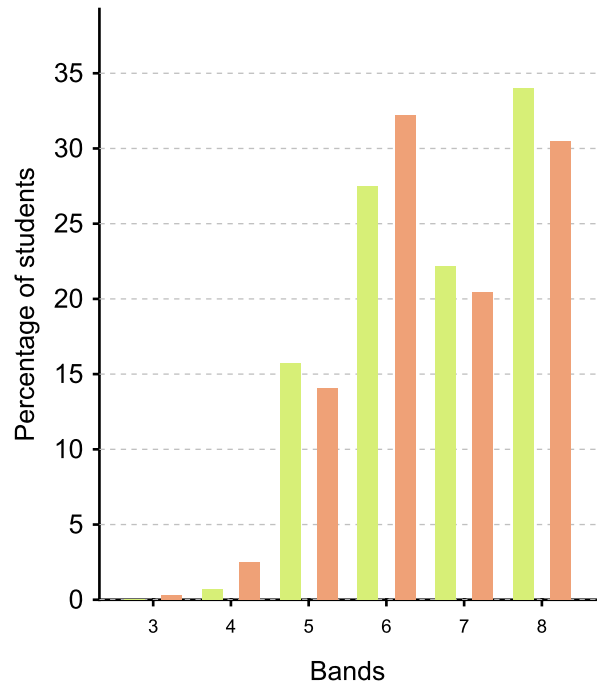
Percentage in bands:
Year 5 Spelling



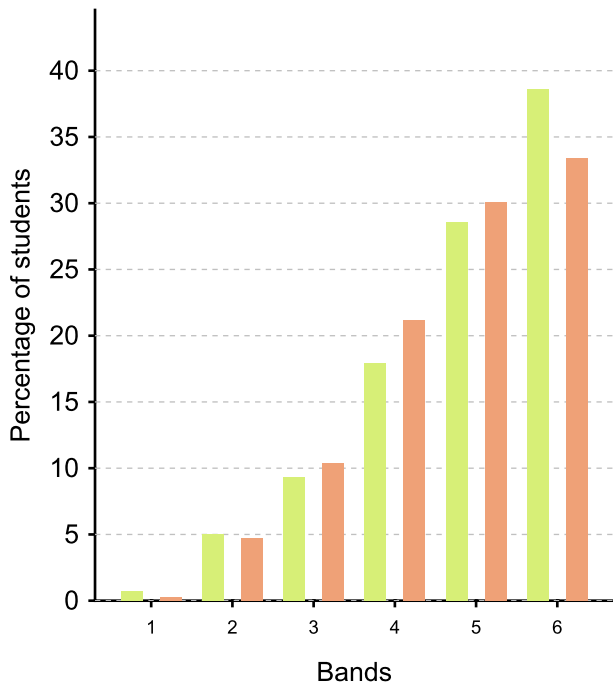
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



The My School website also provides detailed information and data for national literacy and numeracy testing.

Click on the link <http://www.myschool.edu.au> and insert the school name in the *Find a school* and select GO to access the school data.

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 below.

Parents/Carers – highest areas of satisfaction

- high expectations set for student learning and behaviour
- focus on literacy and numeracy
- the extensive range of extra-curricular programs offered to students
- the inclusive, friendly and positive school culture, and wide community support

Students – highest areas of satisfaction (from 360 respondents in Years 4–6)

- 90% of students feel teachers are responsive to their needs and encourage independence with a democratic approach
- 92% of students have positive behaviour and are interested and motivated in their learning
- 92% of students find classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn
- 98% of students believe that their education at Willoughby PS will benefit them positively and have a strong bearing on their future

In 2016 the school continued to review its practices using the School Excellence Framework and PBEL SET process. Feedback from staff focused on the domains of learning, teaching and leading.

Their responses are summarised below.

Staff – highest areas of satisfaction

- positive, respectful relationships are evident among students, staff and the community underpinning a supportive learning environment
- quality teaching and professional practice evident in every learning environment
- the school, implements a whole school approach to student wellbeing with clearly defined behavioural expectations
- the school has embedded and explicit systems facilitating teacher collaborative practice within and across grades/stages
- the school resources are used creatively to meet a broad range of student learning interests and needs

Areas for future improvement and focus include:

- continuing to use data to inform teaching practice and school-based support services
- refining assessment practice and differentiation

- for high achieving students
- exploring the development of future-focused pedagogies and learning environments
- enhancing school facilities through the Willoughby Public School upgrade process

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 Tjupurru, a descendant of the Djabera Tribe of the Western Australian Kimberlies. As a talented musician he is inspired by the music of Gondwanaland. Students enjoyed learning about Indigenous culture through artifacts, dance and song, particularly Tjupurru's playing of the Didgeribone fusing the elements of the didgeridoo and trombone.

Multicultural and anti-racism education

Our teachers integrate multicultural education through quality texts and literature units, and in History and Geography historical studies. 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 within 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.