

# Willoughby Public School Annual Report



2017



3449

## Introduction

The Annual Report for **2017** 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.

### School contact details

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9958 1355

### Message from the Principal

It is with great pleasure that I present the 2017 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. A great strength of Willoughby is the number of extra-curricular activities offered to support the development of the whole child. 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.

Throughout 2017 significant progress has been made with the plans to upgrade the school facilities to future focused innovative learning environments. The work on this upgrade will commence during 2018 and is planned to be completed by 2020. The school will continue to strengthen its practices and communication with the community in preparation for the transition into new facilities.

Once again the school and parents/carers worked closely together throughout 2017 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. 2017 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 2017 and gives a structure to communicate our priorities and the focus of our learning in 2018.

Margaret Charlton

Relieving Principal

## 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. 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework at the levels of *delivering, sustaining and growing and excelling*.

**In the domain of Learning, our efforts have primarily focussed 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

### 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

Our learning 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 the grade based examples of differentiation of teaching and learning. This is evident through the delivery of targeted programs of support, including EALD, LaST, Reading Recovery and enrichment programs. At WPS teachers utilise a range of assessment, curriculum planning and differentiated teaching to meet the learning needs of all students. Parents are involved in the development of Individual Support plans, and are included in the referral of their child to learning and support programs. Curriculum provision is enhanced for high achieving students through a variety of school-based and external enrichment programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$220 000 – SLSO program  \$15 000 – provision of professional learning in areas of formative assessment and differentiation. Purchase of resources to support learning.  \$5 000 – Sentral reporting module	NAPLAN results demonstrate approximately 60% of students achieving at high levels on external performance measures. Growth data for students is good, with some areas requiring further investigation. The collation of students achievement data from our school reporting process show approximately 90% of students achieving at or above expected outcomes in English and Mathematics.  Teachers engaged in professional learning to trial and implement a range of formative assessment strategies K–6.  Collaborative planning has continued as a focus for grade teams with teachers refining, evaluating and redesigning teaching and learning programs with a focus on differentiation in literacy and numeracy.  Teachers regularly monitor and plot students' levels of achievement in literacy and numeracy using the PLAN learning continuums.  A review of the School Excellence Framework and participation in the External Validation and Self Evaluation processes provided opportunities to use evidence and data analysis to determine levels of impact.

#### Next Steps

School-wide consistent collection of internal and external student achievement data will enable reflection on student performance and indicate areas for improvement and school planning. Support for staff incorporating data analysis into their planning for learning will continue, including the use of the learning progressions and the PLAN2 tool. Further implementation of evidence-based teaching practices will focus on formative assessment, effective feedback to students and differentiation for all students.

## 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

Staff capacity to work collaboratively to implement evidence-based teaching pedagogies is an integral part of Strategic Direction 2. Willoughby Public School is committed to providing the resources, support and planning to ensure collaborative practice is continually embedded within the learning and teaching culture of the school. Teachers are supported to analyse their practice, build their capacity and the use systematic procedures such as Learning Sprints and Lesson Study to work together to enhance learning outcomes for students. Teams work together to ensure organisation and teaching and learning programs are effective. This is evident through grade planning meetings, teacher professional learning and jointly constructed programs. Constructive feedback on teaching practice is given through PDPs and teacher observations in order for teachers to reflect on their skills.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Performance and development plans and practices reflect Australian Teaching Standards.	QTSS allocation – 1.833 FTE supported the focussed collaboration of staff.	All staff participated in the development, implementation and review of their Performance and Development Plan. School-based professional learning and each staff member's PDP goals aligned to the Australian Professional Standards for Teachers.
Quality Teaching Framework embedded in teaching and learning practice.	\$200 000 – upgrade to mobile technology and provision of mentor support for implementation in classrooms.  \$56 407 – Professional learning funds	Visiting Other Teachers (VOT) and collaborative teaching sessions facilitated the identification of and reporting back on specific elements of Quality Teaching and supported staff in achieving accreditation. Implementation of the Learning Sprint model enhanced effective mentoring, encouraging the use of data and reflective practice to improve student learning outcomes.  With the continued implementation of the History and Geography syllabuses, school-based scope and sequences were evaluated and refined. Project based learning and the trial of flexible learning environments supported future focused pedagogies and the sharing of teacher expertise.

#### Next Steps

Collaborative practice is an area that continues to develop and grow at Willoughby Public School. The recognition of the importance of using student feedback to evaluate teacher practice is an area of developing need in order to ensure that all students have a clear understanding of how to improve their learning. With such a large and diverse staff, it is essential that the school identifies and draws on the expertise within to further develop and enhance professional learning.

School-wide implementation of technology will support innovative curriculum delivery methods and enhance learning, engagement and future focused capabilities. Our continued implementation of new syllabus outcomes and the refinement of learning sequences will ensure student needs are met. Flexible use of learning spaces will accommodate project based learning across the whole school. Professional learning will provide increased opportunities for staff to develop confidence in facilitating student-centred learning.

## 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 wellbeing systems and programs are widely recognised as strengths of our school. Positive respectful relationships are strengthened through commitment to whole school wellbeing programs. Students care for self, contributing to the wellbeing of others and the wider community. We consistently implement a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. The PBEL matrix, signage and our core values are displayed throughout our school and referred to constantly by all staff. The significant decrease of incident reports is indicative of the success of the program in encouraging students to monitor and regulate their own behaviour.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All stakeholders have a greater awareness and understanding of the impact of wellbeing in our school community, measured through consultation and surveys.</p> <p>Parents, staff and students are informed and contribute to the planned upgrade to the school facilities.</p>	<p>\$10 000 – purchase resources to support PBEL program; and release staff to develop units of work K–6.</p> <p>\$30 000 – flexible furniture trial for upgrade to facilities.</p>	<p>Ongoing information and PBEL messages were provided to the community to develop a common understanding of school values and culture. Following professional learning and referencing the Wellbeing Framework, staff further developed and implemented a range of PBEL strategies.</p> <p>The SRC was restructured with separate junior and senior groups, and successful mentoring opportunities took place with WGHS SRC.</p> <p>A range of successful community activities facilitated stronger student connections with community groups. Students participated in Life Education, the Cromehurst program, SRC, buddies and many other activities to improve social skills and emotional wellbeing.</p> <p>The senior executive and parent representatives participated in Project Reference Group meetings facilitating awareness raising within the school and community in regard to the facilities upgrade process. A number of consultation meetings were held to gain input and feedback from staff and students. Professional learning sessions provided time to begin building staff capacity in future focussed teaching practice.</p>

### Next Steps

The strategic and planned approach to supporting the wellbeing of all students at Willoughby Public School will be strengthened, with teachers continuing to integrate aspects of social and emotional wellbeing into teaching and learning programs. Willoughby PS staff will use the Wellbeing Framework to further develop inclusive, differentiated and diverse opportunities, implementing specific programs to improve both individual and collective wellbeing. Effective measuring and tracking systems will assist decision making, planning and resourcing. Students, staff and members of the wider school community, will have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$627	Individual Support Plans (ISPs) were collaboratively developed for identified students.
<b>English language proficiency</b>	\$ 91 201	An English as an Additional Language or Dialect (EAL/D) teacher was employed four 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.
<b>Low level adjustment for disability</b>	\$116 257	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>	Staffing allocation – 1.833 FTE	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>Socio-economic background</b>	\$13 049	Some funds were used to support equitable participation in school events and activities for students from families experiencing financial difficulties. Majority of funds were used to engage SLSOs to deliver individual and group learning programs for targeted students.
<b>Support for beginning teachers</b>	\$20 175	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. Five teachers achieved their proficient accreditation status in 2017.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	518	535	546	537
Girls	476	510	545	542

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.4	97.3	96.4	96.4
1	95.9	96.8	96	96.5
2	96.7	96.3	96.8	96.2
3	96.5	96.9	95.2	96.8
4	97.6	96.9	97.6	96.6
5	96.7	96.4	96.5	96.3
6	96	96.3	96.2	95.1
All Years	96.6	96.7	96.4	96.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### 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	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Head Teacher(s)	0
Classroom Teacher(s)	41.14
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	0.6
Teacher Librarian	1.6
Teacher of ESL	0.6
School Counsellor	2
School Administration & Support Staff	7.27
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	66
Postgraduate degree	34

## 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 2017, 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 2017 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.

## Teacher Accreditation

Five early career teachers worked towards their accreditation and 22 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 (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,036,980
<b>Revenue</b>	8,364,523
Appropriation	7,330,889
Sale of Goods and Services	160,668
Grants and Contributions	855,157
Gain and Loss	0
Other Revenue	0
Investment Income	17,810
<b>Expenses</b>	-8,580,378
Recurrent Expenses	-8,580,378
Employee Related	-7,286,411
Operating Expenses	-1,293,967
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-215,855
<b>Balance Carried Forward</b>	821,125

## Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	6,481,164
Base Per Capita	168,048
Base Location	0
Other Base	6,313,117
<b>Equity Total</b>	221,134
Equity Aboriginal	627
Equity Socio economic	13,049
Equity Language	91,201
Equity Disability	116,257
<b>Targeted Total</b>	182,781
<b>Other Total</b>	450,673
<b>Grand Total</b>	7,335,753

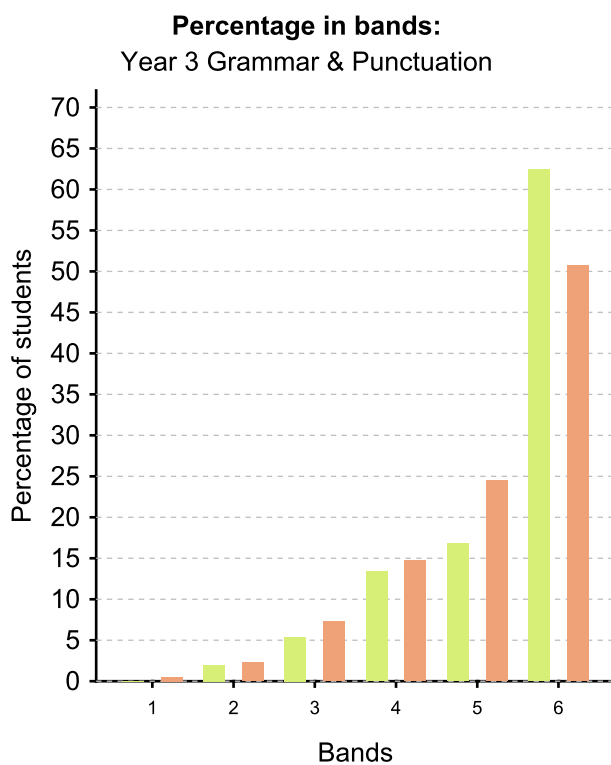
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

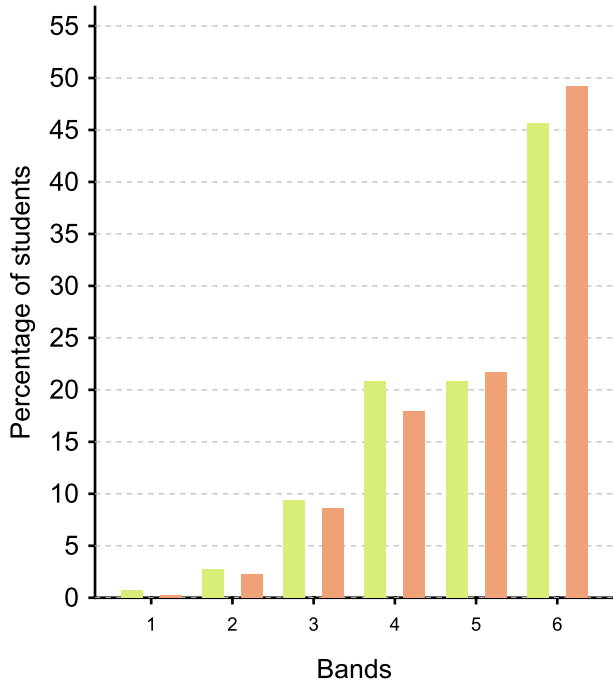
### NAPLAN

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.



Band	1	2	3	4	5	6
Percentage of students	0.0	2.0	5.4	13.4	16.8	62.4
School avg 2015-2017	0.5	2.3	7.3	14.7	24.5	50.7

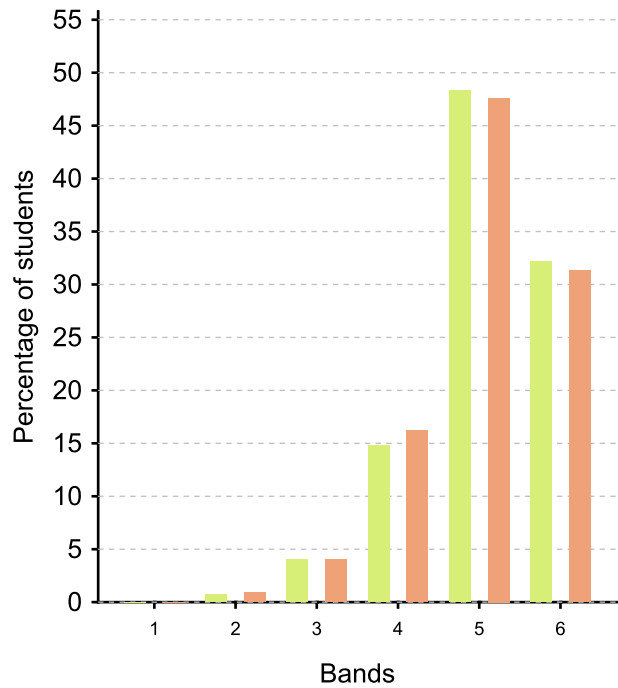
**Percentage in bands:  
Year 3 Reading**



Band	1	2	3	4	5	6
Percentage of students	0.7	2.7	9.4	20.8	20.8	45.6
School avg 2015-2017	0.2	2.3	8.6	17.9	21.7	49.2

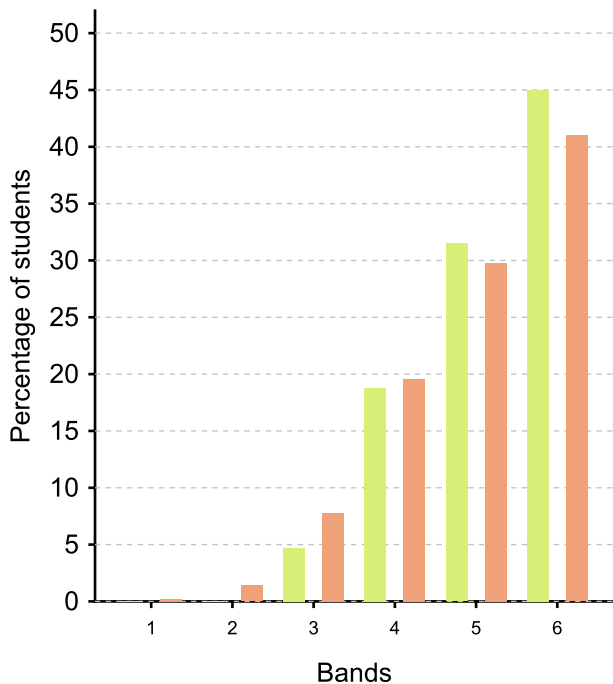
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	4.7	18.8	31.5	45.0
School avg 2015-2017	0.2	1.4	7.8	19.6	29.8	41.0

**Percentage in bands:  
Year 3 Writing**

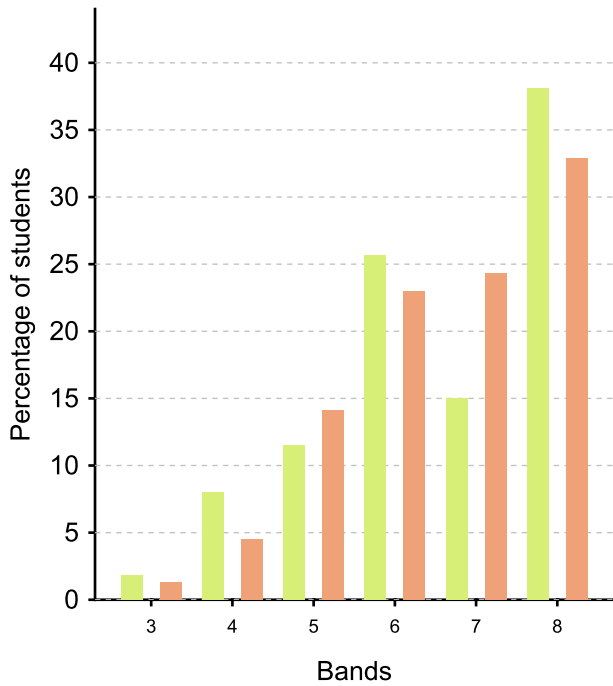


Band	1	2	3	4	5	6
Percentage of students	0.0	0.7	4.0	14.8	48.3	32.2
School avg 2015-2017	0.0	0.9	4.0	16.2	47.6	31.3

**Percentage in bands:  
Year 3 Spelling**



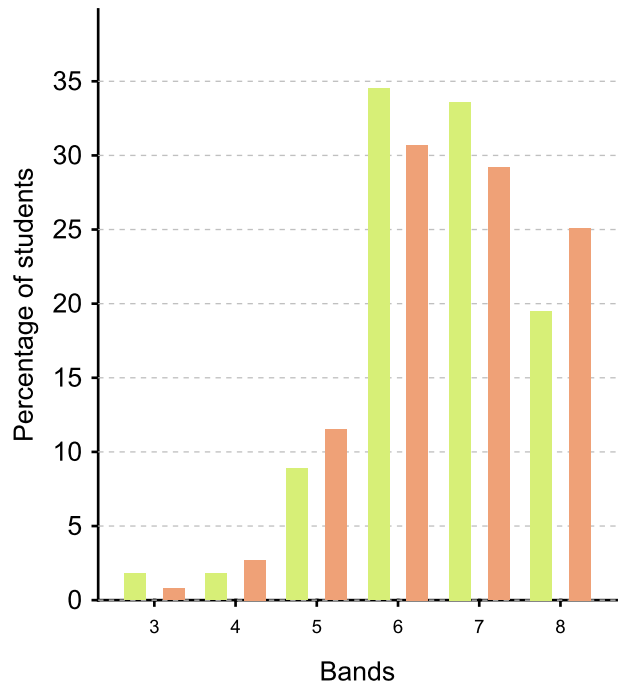
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	1.8	8.0	11.5	25.7	15.0	38.1
School avg 2015-2017	1.3	4.5	14.1	23.0	24.3	32.9

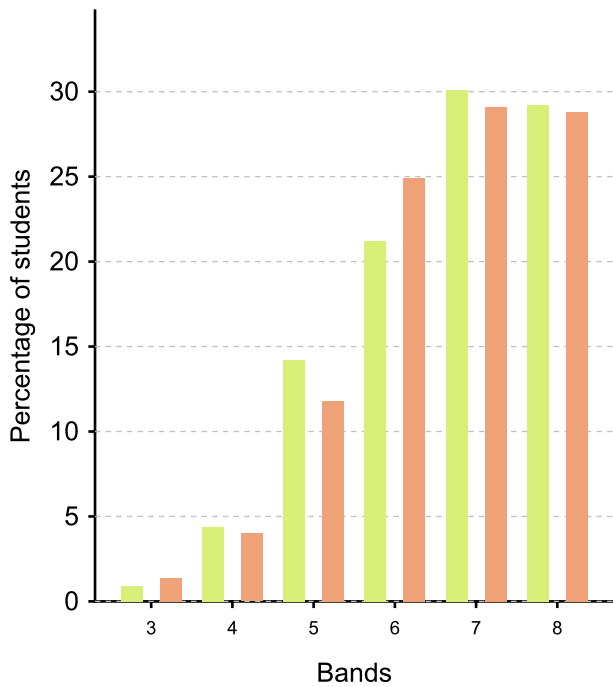
Band	3	4	5	6	7	8
Percentage of students	0.9	4.4	14.2	21.2	30.1	29.2
School avg 2015-2017	1.4	4.0	11.8	24.9	29.1	28.8

**Percentage in bands:**  
Year 5 Spelling

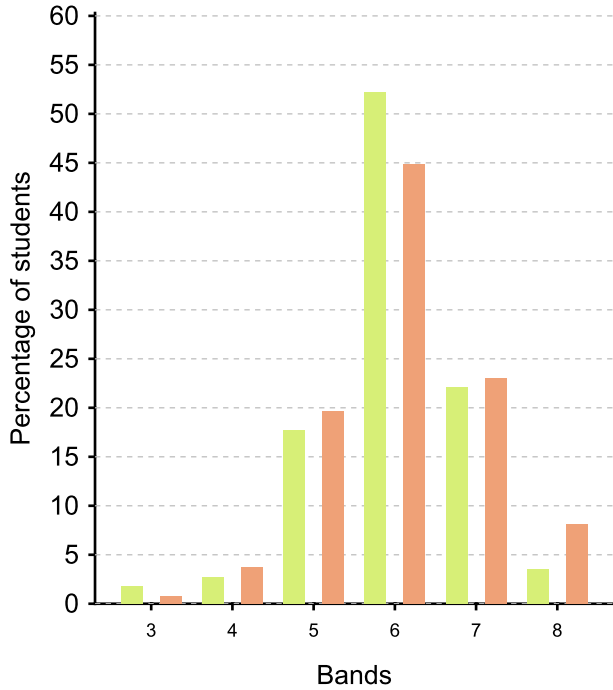


Band	3	4	5	6	7	8
Percentage of students	1.8	1.8	8.9	34.5	33.6	19.5
School avg 2015-2017	0.8	2.7	11.5	30.7	29.2	25.1

**Percentage in bands:**  
Year 5 Reading

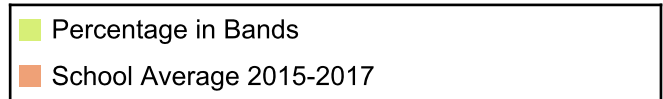
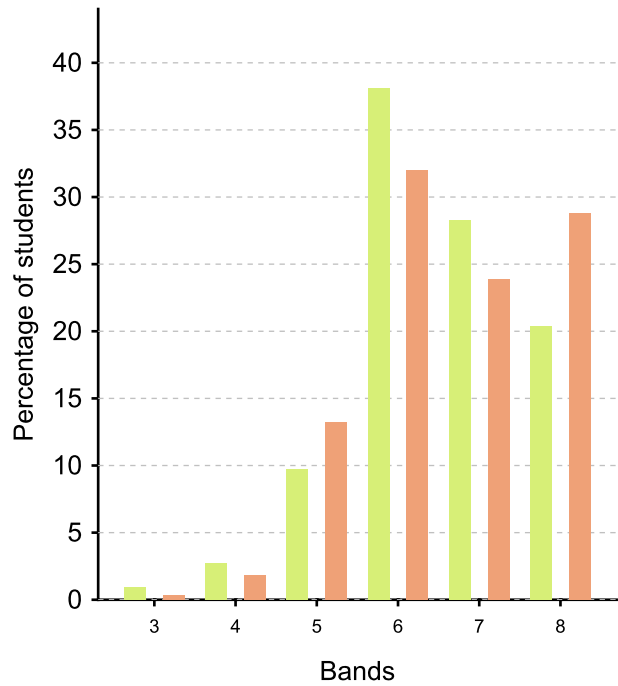


**Percentage in bands:**  
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	1.8	2.7	17.7	52.2	22.1	3.5
School avg 2015-2017	0.8	3.7	19.6	44.9	23.0	8.1

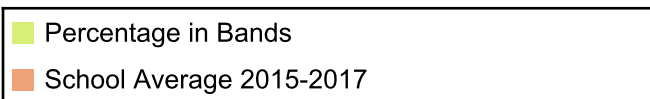
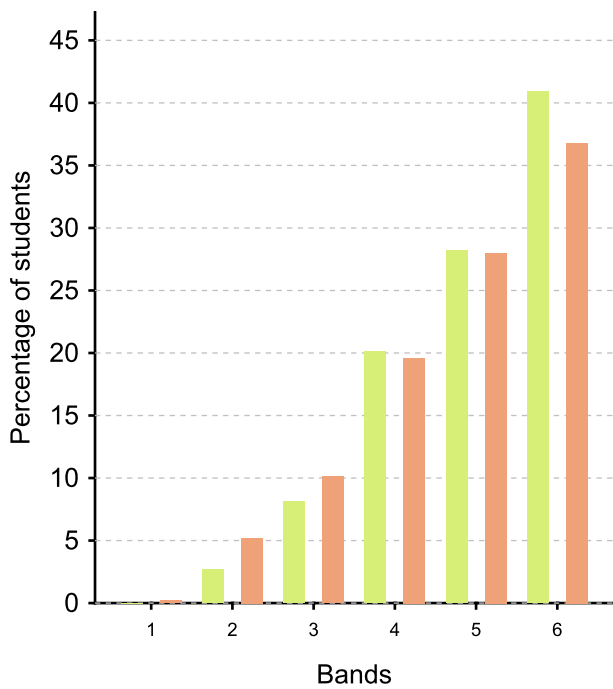
**Percentage in bands:**  
Year 5 Numeracy



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.

**Percentage in bands:**  
Year 3 Numeracy





## 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 and positive 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 363 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

### 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

## 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 Phil Geia. Phil and his family has ties to Yarrabah and the Torres Straits. His Island Dreaming storytelling program incorporated traditional stories, song and dance, instrumental performances and cultural insights. Phil'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.