

# Willoughby Public School

## 2019 Annual Report



3449

## Introduction

The Annual Report for 2019 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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## School background

### School vision statement

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

### School context

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

## Self-assessment and school achievement

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 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 school plan and annual report.

Our self-assessment process 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

Highly Engaged

### Purpose

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

### Improvement Measures

Teaching and learning programs and practices are differentiated to meet the needs of all students. and there is alignment between scope and sequence documents and classroom teaching programs.

Growth in NAPLAN literacy and numeracy assessment is above DoE average and consistent with like school groups.

70% of students achieving expected growth and 70% in the top 2 bands in numeracy.

Tell Them From Me data evidences greater student engagement.

75% of students achieving expected growth in reading 75% of students achieving in top 2 bands.

### Progress towards achieving improvement measures

#### Process 1: Personalised learning

School-wide teachers consistently differentiate curriculum delivery to meet the needs of students at different levels of achievement.

Professional learning opportunities build the capacity of staff to use data and evidence-based practice to meet the diverse learning needs of students.

Evaluation	Funds Expended (Resources)
Teachers are more confident differentiating to cater for the needs of students in their classes. School executive and making data-informed decisions and focusing on lifting student achievement through targeted differentiation with the support of LaST.  Exec are investigating online PAT tests to assist in data collecting and analysis and to track student achievement growth and this will be a focus for 2020.	<ul style="list-style-type: none"><li>• Literacy and Numeracy Strategy Advisors (LANCAs) via School Services Directorate</li><li>• Executive planning (with LANCAs) – Sem 1 and Sem 10,000</li></ul>

#### Process 2: Evidence-based practice

Formative assessment and effective feedback underpin the delivery of high quality teaching and learning programs resulting in optimised learning progress for all students.

Explicit and systematic instruction provides consistency in delivery of literacy and numeracy programs with a focus on visible learning.

Evaluation	Funds Expended (Resources)
Staff have shown increased confidence knowing where their students are at and being able to tailor learning activities to move them along their learning progression. Lessons across the school show LI/SC and students are using language around their personalised learning goals. Our aim for 2020 is to see this embedded in all lessons.	<ul style="list-style-type: none"><li>• Collaborative planning – all staff – Sem 1 and Sem 20,000</li><li>• SDD – Visible Learning team present PL to staff around LI/SC.</li></ul>

#### Process 3: Data skills and use

Whole school approach to meaningfully embed the use of evidence informed practice throughout the

## Progress towards achieving improvement measures

**Process 3:** teaching and learning process (Visible Learning).

Implement the literacy and numeracy progressions using PLAN2 software to record and monitor student progress.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>Staff have a better understanding of the PLAN2 tool and have started tracking high achieving students as our first school-wide data tracking.</p> <p>Visible Learning is valued and there is more evidence of its use across all grades, with more students able to verbalise their next steps in learning.</p> <p>This will continue to be a focus for 2020.</p>	<ul style="list-style-type: none"><li>• Visible Learning PL 9,000</li><li>• Work with LANCAs</li></ul>

## Strategic Direction 2

Future Focused

### Purpose

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

### Improvement Measures

Programs reflect inquiry learning, differentiation across KLAs and authentic integration of technology.

Staff report increased confidence and understanding in using future focused strategies.

Students K–6 demonstrate their learning using a variety of technologies.

Staff confidently teach in new learning spaces.

### Progress towards achieving improvement measures

#### Process 1: Creative inquiry

Implementation of project based learning K–6 supports differentiation of learning for students (Big History Project). Linking PBL to syllabus outcomes enables students to develop deep understandings and develop the 4C's contemporary learning capabilities (critical thinking, creativity, collaboration and communication).

Evaluation	Funds Expended (Resources)
Big History Project cancelled – replaced with Kath Murdoch Inquiry Learning to happen in 2021.	\$8 000

#### Process 2: Innovative learning environments

Involvement with Kris Kershaw and future focused team will engage staff in a range of professional learning and action learning opportunities to develop effective future focused strategies. Teachers will trial co-teaching and the flexible use of learning spaces.

Evaluation	Funds Expended (Resources)
Delay in moving into the new spaces meant limited opportunity for practical application, however a clear focus was on theoretical preparation in this area, including the work with Dan Haeslar and Kris Kershaw. Increased confidence among staff to engage in ILEs, evidenced by the number of staff requesting to participate in ILE.	\$49 000

#### Process 3: Technology

The authentic and balanced integration of technology is achieved through the development of staff capacity in consistent use of technology to support learning; effective management of resources and infrastructure; discerning use of technology for research purposes; cyber safety programs; exploration of BYOD; and effective communication to families.

Evaluation	Funds Expended (Resources)
Working towards authentic integration of robotics through a range of Key Learning Areas. A positive start made and many staff familiar with the technology. This will continue into 2020.	\$13500

## Strategic Direction 3

Confident and Collaborative

### Purpose

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

### Improvement Measures

Teaching and learning units embed social and emotional learning intentions.

Student, staff and parent survey measures indicate respectful, positive and responsible relationships.

Staff indicate changes in teaching practice have impacted positively on student learning.

100% of staff engage in professional learning and develop PDPs aligned with the teaching standards.

### Progress towards achieving improvement measures

#### Process 1: Wellbeing

A social-emotional learning program will be implemented school-wide, with the Wellbeing Team promoting collective responsibility for student learning and success.

Promoting leadership and decision making opportunities for students enhances student voice in a range of school programs.

Evaluation	Funds Expended (Resources)
Foundations laid to continue the ground work in 2020 for social-emotional learning program. PBEL needs to continue to be focused upon to continually strengthen and build school-wide systems.	\$4000

#### Process 2: Focused Collaboration

A school culture which is professionally supportive, proactive and strengthens teacher capabilities exists within the school. Enhancement of our teaching practices will be achieved through:

- focused collaborative opportunities (action learning, grade planning, observations, QTSS – VOTs, Learning Sprints)
- modelling of effective practice
- Dan Haeslar's Growth Mindset PL
- PBEL PL
- Visible Learning PL
- specific and timely feedback between teachers (PDPs, accreditation processes)
- professional learning that targets the learning needs of students.

Evaluation	Funds Expended (Resources)
This focused collaboration was a significant element of building a school culture of being professionally supportive, proactive and strengthen teacher capabilities to drive the teaching and learning and achieve milestones within the School's Strategic Directions.  English Scope & Sequence documents developed with the support of curriculum support officers was useful for upskilling executive in order to support stage team development.  Further work in these areas will continue to ensure movement towards an embedding phase.	The school supported a significant amount of professional learning across all strategic direction areas with a spend of just over \$90 000.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$659	Individual Support Plans collaboratively developed for identified students.
<b>English language proficiency</b>	\$143 969	3 EAL/D teachers employed 5 days, 2 days and 1 day/week. They developed and refined support programs and support staff through developing targeted resources and program adjustments. Collaboration between teachers and specialist EAL/D teacher has lifted school's ability to cater for EAL/d students' needs.
<b>Low level adjustment for disability</b>	\$142 893	The school has an allocation of 3.5 days per week for a Learning and Support Teacher (LaST), which has been funded to have a full time staff member working 5 days/week. The P & C also contributes funds to enable the engagement of some 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.
<b>Quality Teaching, Successful Students (QTSS)</b>	1.728 FTE staffing allocation	Funds were provided for each stage team and the executive leadership team to collaboratively plan each term and implement strategies within the Performance Development Plans and School Management Plan. Mentoring, collaborative planning, collaborative professional learning and team teaching involving observation and reflection occurred. Assistant Principals and Deputy Principals worked as instructional leaders within their grades.
<b>Support for beginning teachers</b>	\$65 406	Funding received and additional funds allocated by the school enabled the support of Early Career Teachers in the beginning stages of their permanent appointment. Teachers accessed mentoring and coaching within the school from Assistant Principals and an employed Teacher Mentor. 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.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	546	537	506	508
Girls	545	542	540	539

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.4	96.4	96.2	95.4
1	96	96.5	96.2	96.2
2	96.8	96.2	95.8	96.5
3	95.2	96.8	96.3	95.5
4	97.6	96.6	96.7	94.9
5	96.5	96.3	95.3	95.5
6	96.2	95.1	95.9	95.4
All Years	96.4	96.3	96.1	95.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### 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.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	40.88
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.6
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	7.07
Other Positions	0.4

\*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	1,322,862
<b>Revenue</b>	9,319,240
Appropriation	8,086,530
Sale of Goods and Services	169,550
Grants and contributions	1,048,516
Investment income	13,743
Other revenue	900
<b>Expenses</b>	-8,985,285
Employee related	-7,391,577
Operating expenses	-1,593,707
<b>Surplus / deficit for the year</b>	333,955

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.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	208,190
<b>Equity Total</b>	300,669
Equity - Aboriginal	659
Equity - Socio-economic	13,149
Equity - Language	143,969
Equity - Disability	142,893
<b>Base Total</b>	6,702,991
Base - Per Capita	247,853
Base - Location	0
Base - Other	6,455,138
<b>Other Total</b>	692,918
<b>Grand Total</b>	7,904,769

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

The school sought the opinions of students about the school using the Tell Them From Me surveys., parents/carers from ongoing feedback throughout the year and staff through 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 \*a supportive and positively involved P & C \*uniform change \*whole school celebration assemblies for PBEL were commented on positively \*balanced feedback regarding Parent Information Night \*Extensive range of extra-curricular opportunities for students \*caring, professional and invested staff who set high expectations for students \*a focus on numeracy and literacy

Students – highest areas of satisfaction (from 347 student respondents in Years 4 – 6) \*Students try hard to succeed in their learning \*Positive relationships with their peers \*Students value schooling outcomes \*Students feel they are set up to behave positively at school to achieve their learning targets.

Staff – highest areas of satisfaction \*new ways of teaching and learning supported by flexible learning spaces \*increased confidence and understanding of teaching in an innovative learning environment \*increased confident in being able to teach in a student-centred learning environment using visible learning practices such as student goals, learning intentions and success criteria along with feedback.

Addressing future improvement areas from previous years:

\*A need to focus on differentiation and personalised learning opportunities for high achieving students – addressed by revisiting scope and sequence documents, planning Visible Learning PL, open-ended questions as part of the lesson delivery in classrooms, PLAN2 focus on tracking high achieving students and Dan Haeslar's Growth mindset PL to set high expectations and inform teaching.

\*the use of formative assessment strategies and data to inform teaching practice and as evidence of impact on students learning – Visible Learning PL, PLAN2 focus on tracking student growth, focus on collaborative team planning and differentiated learning groups.

\*capacity building in the development of future focused pedagogies and learning environments – engaged PL specialist Kris Kershaw to develop teachers and executive in working effectively with future focused pedagogy in flexible learning spaces.

\*enhancing social skills and emotional wellbeing – including resilience – Wellbeing team assembled for 2020.

\*Sense of belonging – particularly compensating for effect of rebuild/split timetables – Wellbeing team assembled team for 2020, PBEL focus and staff development.

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

### Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.