

2020 Annual Report

Willoughby Public School



3449

Introduction

The Annual Report for 2020 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.

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School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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)
<p>Students engaged in differentiated learning. They are starting to set their own learning goals, value feedback and are beginning to articulate what they are learning.</p> <p>Teachers continue to develop their confidence in differentiation to cater for all their students. They are embedding LI/SC into their teaching practice. They identify explicit teaching as a consistent practice they use. Professional Learning has assisted staff to improve the way they engage students through new knowledge of Learner traits, skills and capabilities. The language of learning is increasingly valued and understood throughout our school community.</p>	

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)
<p>Students engaged in Visible Learning practices across the school. Teachers made adjustments required based on the needs, interests and ability of the students. Individualised learning goals were clearly established for targeted students. LI/SC are included in an increased number of lessons. Students are learning to monitor their progress against established benchmarks on a regular basis. TTFM highlights that 86% of students strongly agree/agree that</p>	

Progress towards achieving improvement measures

they regularly try to improve their learning. The data also showcases that teachers use explicit teaching in most lessons, include a logical sequence of learning and provide exemplars and work samples.

Process 3: Data skills and use

Whole school approach to meaningfully embed the use of evidence informed practice throughout the teaching and learning process (Visible Learning).

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

Evaluation	Funds Expended (Resources)
<p>Throughout the year teachers were increasingly equipped with skills to interpret and use data in practice.</p> <p>Professional learning took place to extend staff knowledge and practice in Visible Learning. The leadership team enhanced professional practice by using evidence based strategies to improve the quality of classroom teaching through collaboration, mentoring and reflective practice. Data was collected from all stages of the learning process. Time was dedicated to routinely collecting data. Systems and structures are being put in place to regularly engage stage and grade teams to collaboratively analyse data with colleagues. Student progress in being recorded and monitored and a new assessment scope and sequence is being developed. Teachers are enabling students to : know their current level of understanding and where they are going next.</p> <p>Data was used to support decision making during remote learning/COVID.</p>	

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)
Inquiry Learning has been a focus of professional learning and incorporated with increasing regularity in our teaching and learning practice. Teachers are assisting students to be confident to take on the challenges, to seek feedback and recognise that errors are learning opportunities. Students are learning to wonder. Staff have been provided with ongoing feedback about the nature and purpose of Inquiry Learning through ongoing professional reading and collegial discussions. Theoretical learning from 2019 was put into practice in our innovative learning spaces.	

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)
2020 saw us move into our newly redeveloped school. We await the full lifting of all COVID restrictions to fully celebrate with our supportive school community. Co-teaching is taking place in a variety of ways across our six new homebases. Professional reading, collegial workshops and regular feedback and collaborative practice are a feature of these spaces. Flexible collaborative spaces have been developed in traditional school buildings to allow teachers opportunities to co-teach.	

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.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Our tech team led the school to successfully teach remotely during COVID. All staff have been provided a school owned laptop and ipad and have been trained in the platforms of See-saw or Google Classroom. PL focused extensively on developing hybrid learning and staff took part in the Microsoft School Transformation Program. New student laptops and ipads have been purchased and are used extensively to enhance teaching and learning across the school. Coding and Robotics are utilised to meet the outcomes of Inquiry Learning particularly in Science and Mathematics.</p>	

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)
PBEL is implemented consistently across the school with staff and students taking ownership of behaviours that support and enable learning. The PBEL team led an audit of our values and framework which resulted in the formulation of new school values. The collection and analysis of data has enabled lessons to be targeted to improve learning and well-being outcomes. The SRC and student leadership guided equitable use of our emerging play-spaces. Student Leaders created videos orientating the student body to our new school spaces which facilitated a positive transition back to school after learning from home.	

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)
Collaboration during COVID further built teacher capability in technology, Visible Learning and PBEL. Timetables have been adapted to facilitate grade team collaborative practices. Co-teaching teams utilise collaborative planning, teaching, assessing and evaluating student learning. Across stage vertical groupings were utilised in professional learning and evaluation meetings to provide a broader perspective.	

Progress towards achieving improvement measures

Teams are working on school wide Scope and Sequences for all KLAs which give staff a shared understanding of the progression of student learning K-6 and beyond.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1,356	Personalised Learning Plans collaboratively developed for identified students.
English language proficiency	\$192,949	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. During remote learning students were supported with online learning programs at home.
Low level adjustment for disability	\$141,005	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.
Quality Teaching, Successful Students (QTSS)	1.745 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. QTSS mentor employed to work K-6 in supporting development of quality teaching.
Support for beginning teachers	\$47,818	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 were facilitated.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	537	506	508	466
Girls	542	540	539	537

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.4	96.2	95.4	81.8
1	96.5	96.2	96.2	89.3
2	96.2	95.8	96.5	88.8
3	96.8	96.3	95.5	91
4	96.6	96.7	94.9	87.7
5	96.3	95.3	95.5	90.4
6	95.1	95.9	95.4	93.7
All Years	96.3	96.1	95.6	89.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

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)	37.71
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.6
Teacher ESL	1.4
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,656,817
Revenue	8,660,771
Appropriation	7,887,089
Sale of Goods and Services	220,350
Grants and contributions	517,776
Investment income	4,274
Other revenue	31,283
Expenses	-8,729,180
Employee related	-7,657,643
Operating expenses	-1,071,537
Surplus / deficit for the year	-68,409
Closing Balance	1,588,407

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.

	2020 Approved SBA (\$)
Targeted Total	12,385
Equity Total	349,425
Equity - Aboriginal	1,356
Equity - Socio-economic	14,113
Equity - Language	192,949
Equity - Disability	141,005
Base Total	6,721,031
Base - Per Capita	254,704
Base - Location	0
Base - Other	6,466,328
Other Total	647,310
Grand Total	7,730,151

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

School performance - NAPLAN

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

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

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

The school regularly seek ongoing feedback and opinions from staff, students and parent/carers about the school and its programs. Data collected included Tell Them From Me (TTFM) and school devised 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 nurturing, safe learning environment *behaviour expectations are clear and transparent *school values are understood and seen as positive * the teacher/student interaction is friendly and teachers are approachable *the library is well resourced and * communication from the school is attractive and informative and parents are informed about activities.

Students- highest areas of satisfaction based on Years 4-6 (TTFM) include: *Students try hard to improve their learning * Students do their best * Students like challenging goals and * Students agree school library is well resourced.

Staff- highest areas of satisfaction * Staff value collaboration including sharing teaching resources, regularly observing lessons and professionally learning together * staff value the use of evidence informed practice, specifically using research to improve the quality of practice and to increase their professional challenge * Staff believe it is essential to value literature.

Areas for future improvement and focus include: * informing parents with greater clarity about the school's assessments and reporting system, * enhancing our programs for social development and wellbeing and unpacking this for parents * increasing a sense of belonging-particularly compensating for the effect of Remote Learning and COVID with its reduced extracurricular programs * capacity building of staff to incorporate more challenge in all teaching and learning programs but particularly for our high achieving students

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.