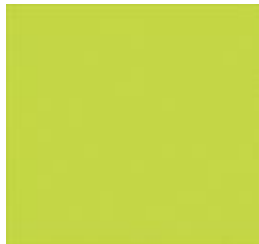
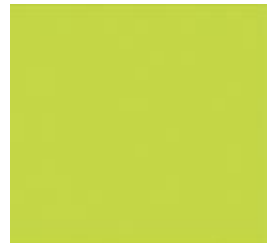
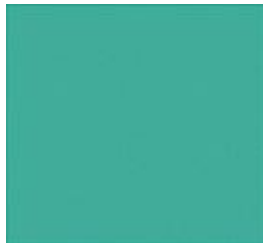
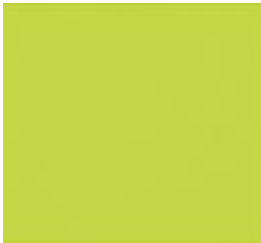


2008 Annual School Report Willoughby Girls High School

NSW Public Schools – Leading the way



Messages

Principal's message

If I had to choose one expression to describe our school it would be "high standards for girls". What girls need more than anything else to succeed is to be simultaneously challenged and supported.

At Willoughby Girls High School (WGHS) we strive to develop the best in each girl, to draw out her talents and interests, so that she is well placed to pursue her career options, and to live a productive and fulfilling life.

One of our most successful academic initiatives has been the extension class program, which caters for the intellectual needs of gifted and talented students. Highly regarded, the program has been recognised as a state exemplar in that it provides the advantages of a selective education within a comprehensive school setting.

The 2008 Higher School Certificate (HSC) course results were outstanding, ranking WGHS first amongst comprehensive government schools and within the top 60 schools in the state. Over 30% attained a university admission index (UAI) of 90 or more. The school's value-added performance verifies that WGHS students, regardless of their starting points, achieve better results relative to other schools.

The school promotes values for living in a civil and just society, values such as cooperation, integrity, personal responsibility and respect for others. We foster in students a capacity for independent, life-long learning and provide opportunities and guidance for students to develop into good citizens and capable leaders.

An effective support system, along with clear discipline policies and a defined uniform code, creates a safe, caring and fair school setting. The school has a purposeful and friendly feel with students from a wide variety of cultural backgrounds learning together in harmony.

Extensive building, technology and grounds projects have seen significant improvements to the school's learning facilities and overall environment.

The student population over the last decade has doubled, testimony to the school's high standing in the general community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Suzette Young

P&C message

Parents and caregivers make an active and valued contribution to the well being of the school, especially through the P&C Association and the School Council.

During 2008 the P&C's major items of expenditure were on technology improvements for the music department (\$25,000), completion of landscaping works at the front of the school (\$50,000) and extending the sandstone wall along Penshurst Street (\$17,000). The P&C Music Sub-committee supported a number of musical evenings at the school and organised for the bands to play in competitions and community events. Parent volunteers worked in the P&C Uniform Shop to allow the girls to purchase quality uniforms. The P&C School Canteen, extensively staffed by parent volunteers, served nutritional food from the "healthy eating range". P&C sub-committees provided netball and hockey clubs for students to participate in weekend community competitions. Year 8 parents co-ordinated the Welcome Barbecue for families new to the school. Parents assisted at the Year 7 Orientation Day and at a number of school events.

Stephen Vorreiter, P&C President



Student representative's message

Throughout 2008 the student body has proved to be fantastic contributors to the life of the school. The Student Representative Council (SRC) diligently raised funds for a number of worthy causes, including the Boomerang Project, a charity which aims to alleviate the devastating impact of AIDS in South Africa. The SRC also sold a range of merchandise for Red Nose Day, a fundraising project for SIDS and Kids. Students supported the local community, with hundreds of girls collecting money for the Salvation Army's Red Shield Appeal and selling badges on behalf of the war veterans' charity, Legacy. Programs such as Peer Support and Year 7 tutoring saw senior students mentor and guide girls in the junior years. *Save the Children Australia* was the student selected charity supported by the school, with stalls, activities and entertainment helping to raise funds.

Alix Pearce, School Captain

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

	2004	2005	2006	2007	2008
Male	0	0	0	0	0
Female	817	810	803	841	917

Student attendance profile

Years 7 to 10

	2005	2006	2007	2008
School	93.9	94.0	95.1	95.1
Region	92.8	93.0	93.1	93.5
State	90.1	89.9	90.1	90.1

Years 11 and 12

	2005	2006	2007	2008
School	93.2	92.4	92.9	92.7
Region	91.0	91.6	91.2	91.9
State	89.5	89.7	89.6	89.8

Class sizes

Structure of classes

The school operates an extension and parallel class model throughout Years 7-10.

To qualify for a place in the Year 7 extension class, Year 6 students have the opportunity to sit a placement test in the year prior to actual enrolment. All other Year 7 students are placed in parallel classes of mixed ability. Students needing English as a second language (ESL) assistance are grouped in a parallel class to enable access by ESL teachers. In Years 8-10, the extension class model is refined to allow for student expertise in English, mathematics, science, history and geography to be recognised in separate classes. Students earn their place in the extension classes from year to year based on their yearly performance in assessments and examinations. All other classes in Years 8-10 are parallel, with the exception of mathematics. Students requiring ESL assistance are organised in parallel classes for English.

Acceleration is available for exceptionally talented students.

Retention to Year 12

	SC02 - HSC04	SC03- HSC05	SC04 - HSC06	SC05 - HSC07	SC06 - HSC08
School	76.4	75.5	77.9	71.2	77.9
SEG	73.2	70.4	73.9	71.4	72.6
State	59.5	61.0	61.1	60.8	60.3

Post-school destinations

Based on the 2008 Year 12 group:

- 76% were offered places in full time study at university;
- 13% accepted a full-time or part-time place at a TAFE or private college and combined study with traineeships or apprenticeships or part time work; and
- 11% chose either to complete tertiary study overseas, or deferred study in order to travel or complete a GAP year or enter full time employment.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	10
Classroom Teachers	45.4
Career Teachers	1
Teacher Librarian	1
Teacher of ESL	3
Support Teacher Learning Assistance	0.2
Counsellor	0.5
Total	64.1

Staff retention

The proportion of teaching staff retained from 2007 to 2008 was 94%.

Staff attendance

In 2008 the average daily attendance was 96.6%.

Note: The staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	80%
Postgraduate	20%

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary:	30/11/2008
Income	\$
Balance brought forward	935 605.00
Global funds	501 541.00
Tied funds	114 479.00
School & community sources	771 381.00
Interest	72 621.00
Trust receipts	124 706.00
Canteen	0.00
<i>Total income</i>	<u>2 520 333.00</u>
Expenditure	
Teaching & learning	
Key learning areas	172 259.00
Excursions	159 107.00
Extracurricular dissections	175 256.00
Library	25 123.00
Training & development	950.00
Tied funds	218 926.00
Casual relief teachers	94 425.00
Administration & office	227 718.00
School-operated canteen	0.00
Utilities	98 658.00
Maintenance	66 209.00
Trust accounts	117 347.00
Capital programs	208 803.00
<i>Total expenditure</i>	<u>1 564 781.00</u>
Balance carried forward	<u>955 552.00</u>

The bulk of the funds in the balance carried forward are earmarked for contribution towards the refurbishment of the administration area, multimedia classroom, staff common/meeting room, technology upgrades, new and replacement equipment, and tied and trust funds.

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Over the course of 2008 the following student achievements were the highlights.

Achievements

Arts

- A Year 12 student was the recipient of Rotary's Gordon Waterhouse Music Scholarship.
- Music Ensembles participated in the RSL North Shore Music Spectacular, with the Chamber Ensemble, Stage Band, and Senior concert Band selected as finalists.
- Music Ensembles performed at community events including the Cammeraygal Festival, Legacy House Luncheon and the Castle Cove Jazz Festival.
- Music Ensembles competed in the Yamaha Festival with the Chamber Ensemble achieving a Gold Award.
- The Chamber Ensemble was invited to perform at the opening of the Eve Vonwiller Art Exhibition.
- The Senior Ensemble was selected to perform at the Arts North Festival and the Sydney Opera House.
- The Senior Vocal Ensemble was invited to perform at the Director-General's Awards for Excellence.
- Music students performed at school events such as the Festival of Creative Arts, Anzac Day Ceremony, Perfect Induction, Year 10 Graduation and School Presentation Day as well as regular assemblies.
- The annual school Musicale showcased all the school's ensembles and individual student and staff performances.
- Four Year 12 HSC Visual Arts students had their Bodies of Work nominated for possible inclusion into *ArtExpress*, with one selected for exhibition at the Art Gallery of NSW.
- A number of Year 12 students had their Bodies of Work exhibited at the annual *smART EXPRESSion* Exhibition at the Willoughby Council Chambers Gallery.
- The Annual Creative Arts Festival exhibited HSC Bodies of work, portraits by Year 10, as part of the Mini Archibald, and Year 9 Landscape drawing, as part of the Year 9 Drawing Prize.
- Visual Arts students kept up to date with contemporary art with excursions to *Sculpture by the Sea*, visits to the Archibald, Wynne and Sulman Prizes and a Photographic Shoot in the City.

Sport

- One girl competed at the NSW Combined High Schools (CHS) Athletics Championships.
- Two girls competed at the NSW CHS Cross Country Championships.
- Twelve girls competed at the NSW CHS Swimming Championships.
- Six girls competed in the All Schools Swimming Championships.
- One student was selected in the Sydney North Area Squash Team to compete at the NSW Combined High Schools Championships.
- In the Sydney North Area Carnivals, nineteen students participated in swimming, twenty one in athletics and thirteen in cross country.
- First place was gained in the Zone Grade Sport Competition in open netball and second place in open soccer and junior netball.
- Fourteen teams competed in the Northern Suburbs Netball Association Competition. Twelve teams reached the final series of the competition. First place was gained by five teams and second place by one team.
- Five teams were also entered into the Sydney Indoor Hockey Association Competition, Northern Schools Division. Two teams placed second in their respective divisions.

Other

- Under the school's merit award program 351 students were awarded Silver Merit Certificates and 21 were awarded Gold.
- In the University of New South Wales English Competition, two girls achieved High Distinctions, while 25% gained Distinctions.
- Two Year 8 students gained a Highly Commended in the Mosman Library Youth Awards in the Literature Writing Competition.
- One Year 8 student won the Sydney Writers Festival *Write Now* competition.
- Two Year 10 students gained a Highly Commended in the Sydney Morning Herald Young Writers Competition.
- All three debating divisions were successful in being Zone Champions for the third consecutive year, with the Year 8 team reaching the Regional Finals.
- Three Year 9 students reached the second round of the Rostrum Voice of Youth Competition.
- Year 11 Drama students devised and performed a dramatic piece for the School's Open Night, while two students were appointed Griffin Theatre's 2008 Young Ambassadors.
- The Year 10 Drama Ensemble achieved second place at the McDonald's Performing Arts Eisteddfod for a self-devised piece.
- One Distinction and nineteen Credits were awarded in the Australian Schools Computer Skills Competition.
- Two students were selected to participate in the National Computer Summer School at the University of Sydney.
- In the Department of Education and Training Essential Secondary Science Assessment (ESSA) 28% of Year 8 students achieved the top levels, compared to 11% across the state.
- Four High Distinctions and fourteen Distinctions were gained by students in the Australian National Chemistry Quiz.
- Year 11 students received three Distinctions and six Credits in the preliminary round of the Physics, Chemistry and Biology Olympiads.
- One High Distinction and 22 Distinctions were gained by students in the International Science Competitions and Assessments for Schools.
- Year 7 students attended a 'hands-on' Reptiles excursion.
- Year 10 students attended a Physics of Motion excursion at Luna Park.
- One Year 12 Design and Technology student had her major project selected for the Powerhouse Museum *DesignTech* exhibition.
- One Year 12 Textiles and Design student had her major textiles project selected for the *Texstyle* exhibition.
- Three students from Year 8 Technology were state finalists in the Minister's Young Designer Awards with one student winning a state award for creativity.
- The annual Fashion Parade saw 150 students model their work to an evening audience of over three hundred people.
- One Year 12 student received a Highly Commended for her garment in the Australian Wool and Fashion Awards.
- Geography and Personal Development, Health and Physical Education (PDHPE) students participated in two residential excursions, Year 10 to Myall Lakes and Year 8 to the Snowy Mountains.
- Year 9 Geography completed a fieldwork study of Urban Renewal in the Rocks and Pyrmont, and Year 10 Commerce visited the Downing Centre Courts.
- In the Australasian Asia-Wise Competition two students were awarded a High Distinction and six students gained Distinctions.
- Australian Mathematics Competition students were awarded one High Distinction, 41 Distinctions and 42 credits.
- Four Year 9 students achieved High Distinctions and five gained Distinctions in the Language Certificates.

- Six Year 10 students achieved High Distinctions and thirteen gained Distinctions in the Language Certificates.
- Three Year 11 students achieved High Distinctions and another three Year 11 students achieved Distinctions in the Language Certificates.
- Year 7 students participated in a Medieval Day which showcased the performers *Living History Australia*.
- The school Anzac Day event included a multimedia presentation, dance performances and dramatic monologues based on the experiences of the Homefront.
- Year 9 students participated in a performance on World War One.
- Nineteen Year 11 Ancient and Modern History students attended an overseas excursion to Rome, Pompeii, Herculaneum, France and Belgium.
- Forty students participated in the Stage 5 History Competition organised by the History Teachers Association (HTA) with three students achieving a High Distinction and a further fourteen achieved a Distinction.
- Two essays were entered into the Year 12 Extension History Essay Competition organised by the HTA and received a Certificate of Excellence placing her in the top fifteen entries received across the state.
- In Year 12 Society and Culture two students Personal Interest Projects were awarded a High Distinction and another one student gained a Distinction by the Society and Culture Association, placing them amongst the top twenty students in the state.
- The Duke of Edinburgh program ran with nearly 50 participants in both Bronze and Silver levels. Girls were trained in first aid, equipment, navigation and camp craft. Expeditions took place in the local area, Dunn's Swamp near Rylestone and in the Brisbane Waters area. As a result of the program, 21 students achieved a Bronze Award and three students achieved a Silver Award.

Academic

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 4 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate and HSC the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

LSG stands for Like School Group. A LSG is a group of schools with communities of similar socio-economic backgrounds.

Literacy – NAPLAN Year 7

Reading

	School	LSG	State			
Average mark, 2008	581.1	555.3	543.2			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in band 2008	4	5	39	42	44	43
Percentage in band 2008	2.3	2.8	22.0	23.7	24.9	24.3
School average 2005 - 2007	0.7	4.1	14.6	31.6	30.9	18.2
LSG average 2008	1.9	9.8	27.8	26.2	22.5	11.8
State average 2008	4.2	13.8	29.2	23.7	18.5	10.7

Writing

	School	LSG	State			
Average mark, 2008	593.6	546.1	535.5			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in band 2008	1	4	18	46	66	42
Percentage in band 2008	0.6	2.3	10.2	26.0	37.3	23.7
School average 2005 - 2007	1.0	3.9	11.4	22.0	34.8	27.1
LSG average 2008	4.0	9.0	28.1	26.1	22.5	10.3
State average 2008	6.8	11.3	29.6	23.8	18.8	9.7

Spelling

	School	LSG	State			
Average mark, 2008	589.9	559.4	549.5			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in band 2008	0	4	20	52	63	38
Percentage in band 2008	0.0	2.3	11.3	29.4	35.6	21.5
LSG average 2008	3.1	6.7	19.1	31.3	29.0	10.8
State average 2008	5.7	9.2	20.4	28.9	25.2	10.6

Grammar and Punctuation

	School	LSG	State			
Average mark, 2008	586.8	552.0	537.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in band 2008	1	9	22	39	73	33
Percentage in band 2008	0.6	5.1	12.4	22.0	41.2	18.6
LSG average 2008	3.7	10.9	22.4	27.7	24.4	10.9
State average 2008	7.3	14.2	23.5	25.0	20.2	9.9

Progress in Literacy

Willoughby Girls High School Year 7 students performed well above both State and LSG averages in all literacy areas.

In reading, 49.2% of students achieved at Band 8 or 9, compared to 29.2% across the State. In writing, 61% achieved at Band 8 or 9, compared to 28.5% across the State. In spelling, 57.1% achieved at Band 8 or 9, compared to 35.8% across the State, and in grammar and punctuation, 59.8% of students achieved at Band 8 or 9 compared to 30.1% across the State.

Numeracy – NAPLAN Year 7

	School	LSG	State			
Average mark, 2008	602.7	568.4	552.9			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in band 2008	0	5	22	45	47	58
Percentage in band 2008	0.0	2.8	12.4	25.4	26.6	32.8
School average 2005 - 2007	0.7	3.6	14.0	21.7	32.1	27.8
LSG average 2008	1.2	9.8	21.4	25.6	23.3	18.8
State average 2008	3.0	15.9	23.8	23.8	17.8	15.7

Progress in numeracy

In the NAPLAN numeracy test, 59.4% of Year 7 Willoughby Girls High School students achieved at Band 8 or 9, compared to 33.5% across the State.

Literacy – NAPLAN Year 9

Reading

	School	LSG	State			
Average mark, 2008	612.2	593.0	584.0			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in band 2008	4	16	31	43	29	24
Percentage in band 2008	2.7	10.9	21.1	29.3	19.7	16.3
LSG average 2008	3.3	12.7	27.9	30.9	18.4	6.8
State average 2008	5.6	16.6	28.2	26.5	16.0	7.1

Writing

	School	LSG	State			
Average mark, 2008	614.3	579.9	569.8			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in band 2008	5	15	23	49	32	23
Percentage in band 2008	3.4	10.2	15.6	33.3	21.8	15.6
LSG average 2008	7.1	17.4	23.9	28.6	13.9	9.1
State average 2008	10.1	20.9	23.0	24.8	12.2	9.0

Spelling

	School	LSG	State			
Average mark, 2008	620.4	594.5	586.4			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in band 2008	4	11	24	35	52	21
Percentage in band 2008	2.7	7.5	16.3	23.8	35.4	14.3
LSG average 2008	5.5	9.2	27.1	26.2	25.5	6.5
State average 2008	8.6	10.9	27.1	24.5	22.0	6.9

Grammar and Punctuation

	School	LSG	State			
Average mark, 2008	632.6	589.5	578.8			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in band 2008	3	14	27	35	31	37
Percentage in band 2008	2.0	9.5	18.4	23.8	21.1	25.2
LSG average 2008	7.2	14.9	29.0	23.8	14.3	10.8
State average 2008	11.2	16.8	29.2	20.7	11.7	10.5

Progress in literacy

Willoughby Girls High School Year 9 students performed well above both State and LSG averages in all literacy areas (reading, writing, spelling, grammar and punctuation).

In reading, 36% of students achieved at Band 9 or 10, compared to 23.1% across the State. In writing, 37.4% achieved at Band 9 or 10 compared to 21.2% across the State. In spelling, 49.7% achieved at Band 9 or 10, compared to

28.9% across the State, and in grammar and punctuation, 46.3% of students achieved at Band 9 or 10, compared to 22.2% across the State.

Numeracy – NAPLAN Year 9

	School	LSG	State			
Average mark, 2008	650.1	606.1	593.7			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in band 2008	2	6	14	41	31	53
Percentage in band 2008	1.4	4.1	9.5	27.9	21.1	36.1
LSG average 2008	2.4	13.4	23.1	28.0	18.3	14.8
State average 2008	5.0	18.6	24.0	24.7	14.6	13.1

Progress in numeracy

In the NAPLAN numeracy test, 57.2% of Year 9 Willoughby Girls High School students achieved at Band 9 or 10, compared to 27.7% across the State. This result is over double the percentages for Bands 9 and 10 at State level.

School Certificate

The school's outstanding performance in the 2008 School Certificate English-literacy, mathematics, science, history, geography and computing skills tests is described below.

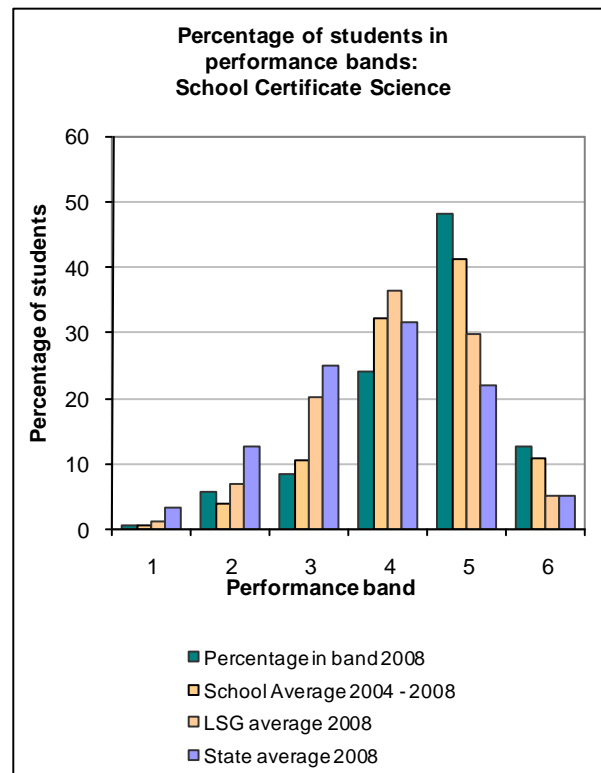
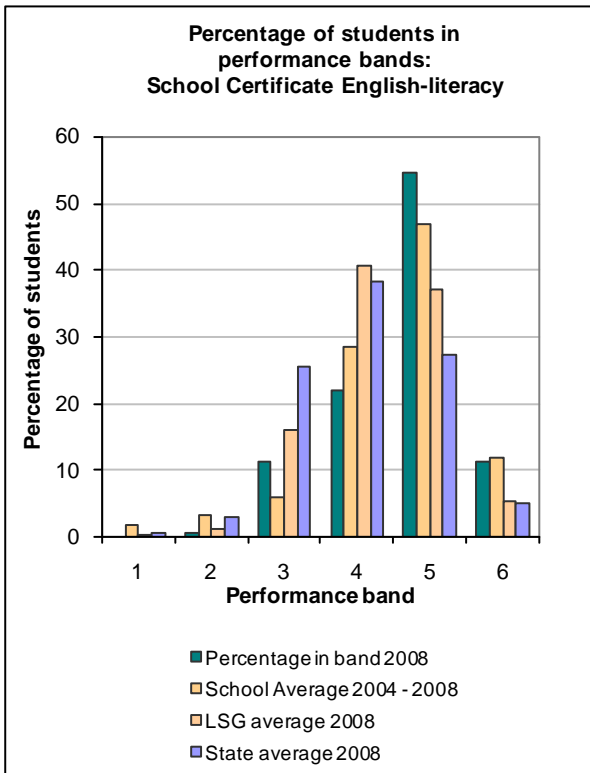
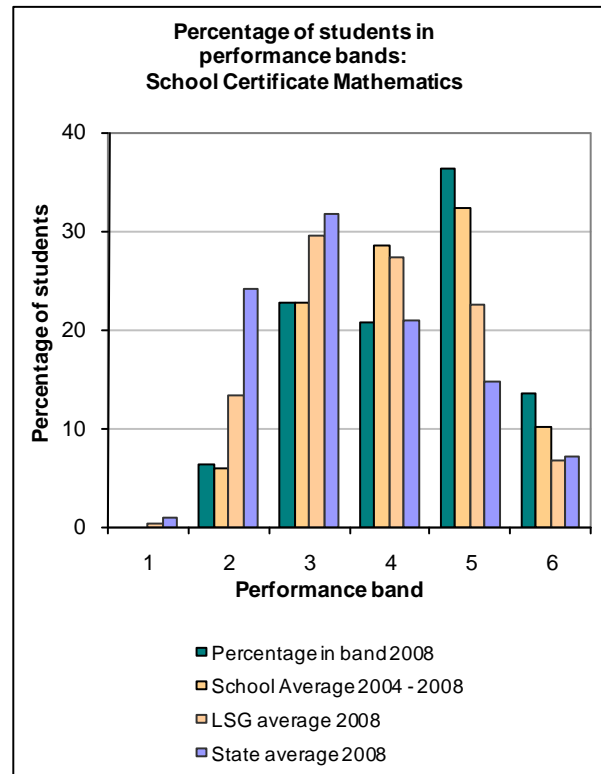
- Performance in English-literacy was outstanding and well above the state percentages for Bands 5 (mark 80-89) and 6 (mark 90-100), the highest achievement bands. 11.26% of students achieved Band 6 compared to 5.91% across the state. 54.22% of students achieved Band 5 compared to 32.64% across the state. Overall, 65.48% of students achieved Band 5 or 6 compared to 38.55% across the state.
- Performance in mathematics was outstanding. 13.47% of students achieved Band 6 compared to 7.25% across the state. 36.17% of students achieved Band 5 compared to 18.14% across the state. Overall, 49.64% of students achieved Band 5 or 6 compared to 25.39% across the state.
- Performance in science was outstanding. 12.67% of students were placed in Band 6 compared to the state percentage of 5.95%. 47.18% of students achieved Band 5 compared to 25.97% across the state.
- Performance in history was outstanding with 15.6% of students achieving Band 6 compared to 5.47% across the state; that is, nearly three times the state percentage. 29.78% of students achieved Band 5 compared to 17.51% across the state.
- Performance in geography was outstanding with 13.47% of students achieving Band 6 compared to 6.69% across the state.

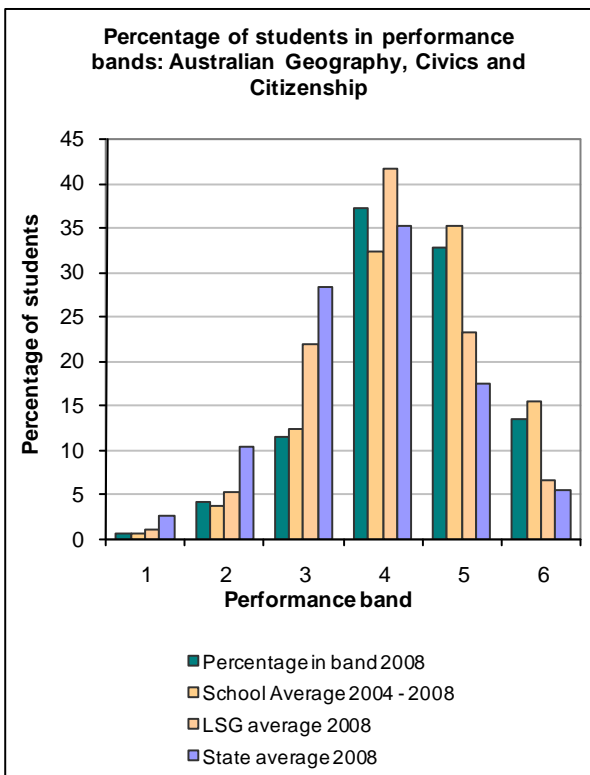
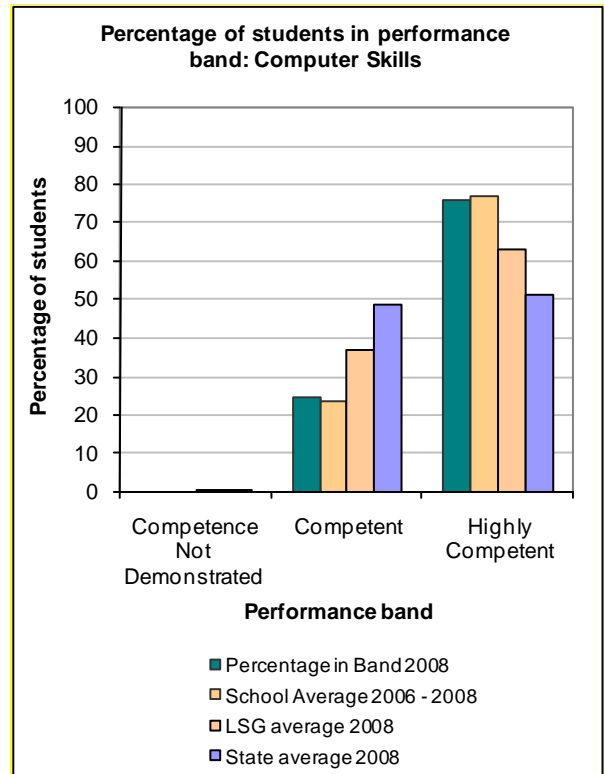
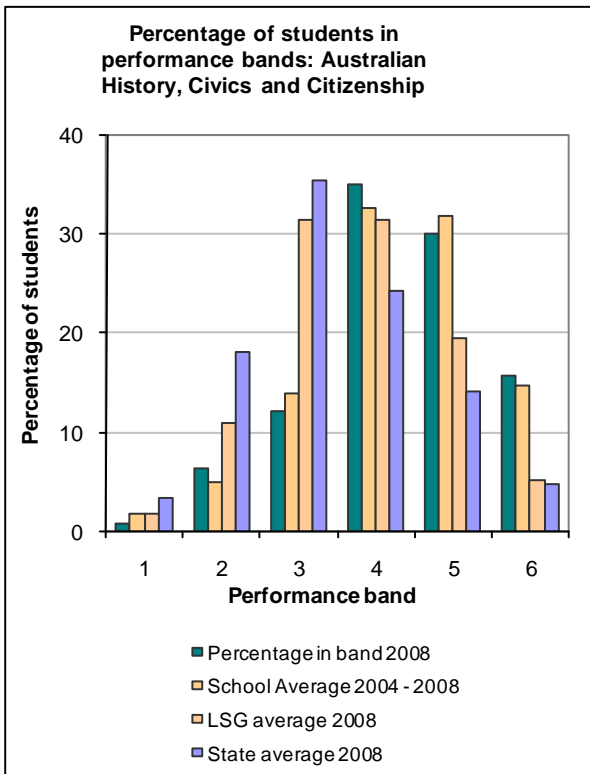
32.62% of students achieved Band 5 compared to 21.48% across the state.

- Performance in computing skills was excellent with 75.35% of students achieving at the highly competent level compared to 57.27% across the state.

Implications for the school and faculties include the following.

- In history and geography, although results were well above state percentages, more students need to be moved from Band 4 to Band 5.





School Certificate relative performance comparison to Year 5 (value-adding)

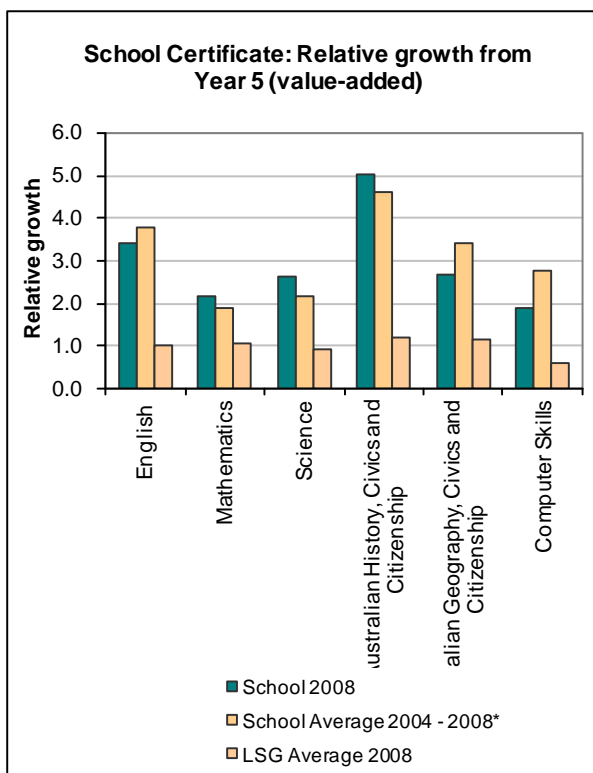
Data supplied to schools allows the comparison of student performance in the Year 5 Basic Skills Test with performance in the School Certificate Tests. Schools can then determine if students have shown improvement from Year 5 to Year 10 relative to the performance of other schools in the public education system. In the School Certificate, 105 of the school's students were matched from a total of 143 sitting the external tests.

This value added data indicates the following.

- The school has added significant value to students in English-literacy, science, history and geography. Value was also added to students in mathematics and computing skills.
- The results of students in Bands 3 (mark 60-69), 4 (mark 70-79), 5 (mark 80-89) and 6 (mark 90-100) have shown very good improvement.

General analysis of school-based School Certificate grades indicates the following.

- The allocation of school-based grades in French, design and technology, photographic and digital media and visual arts need to be reviewed in light of assessment tasks and the performance descriptors.



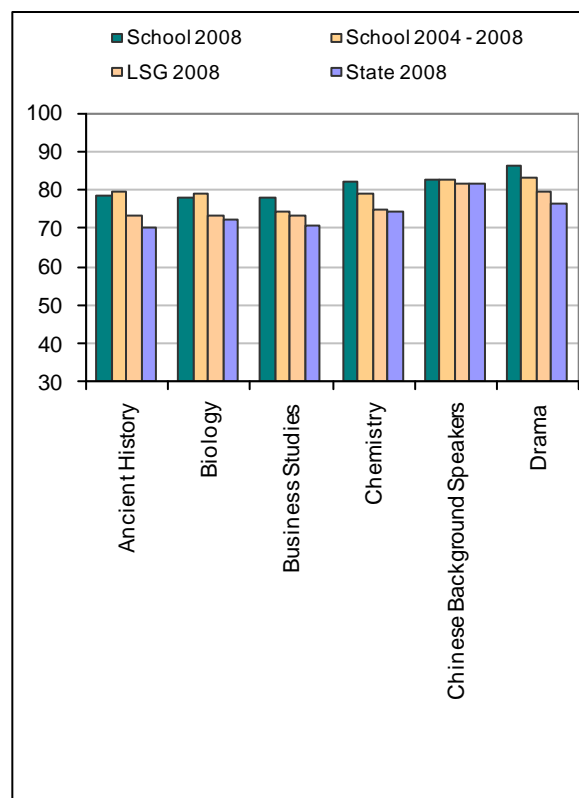
Distinguished Achievers' List for having a mark of 90 or more in an HSC course. These covered a diversity of subjects. Courses with three or more listings for having a mark of 90 or more were: ancient history, biology, business studies, chemistry, design and technology, drama, economics, English standard, English advanced, English extension 1, legal studies, general mathematics, mathematics, mathematics extension 1, mathematics extension 2, modern history, history extension, PDHPE, society and culture, Chinese background speakers and visual arts.

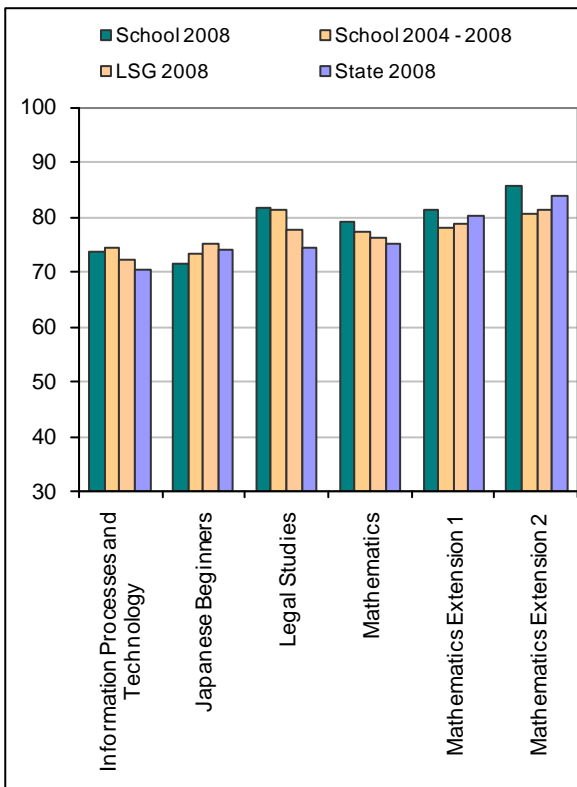
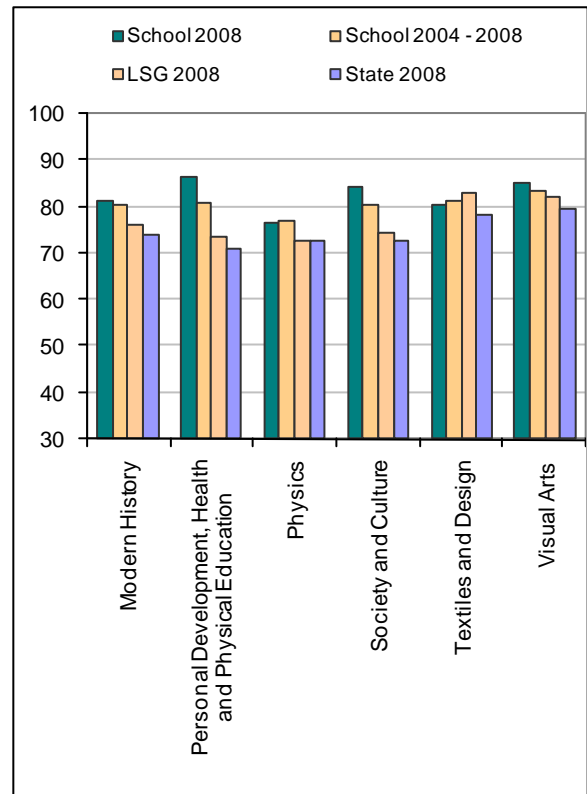
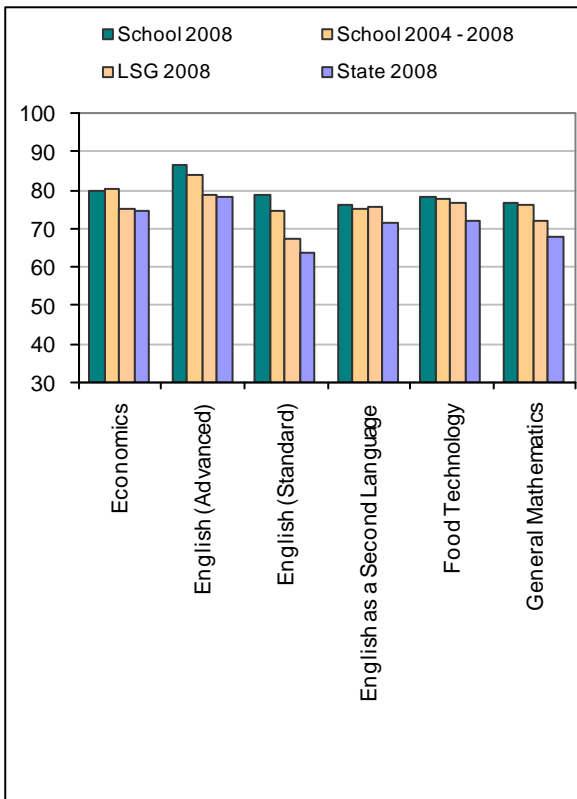
- Sixty-eight students scored 90 or more in one, or more than one, of their courses.
- Nine students were placed on the honour roll for achieving 90 or more in ten units.
- According to feedback from Year 12 students, over 30% of the 2008 year group achieved a UAI of 90 or more, with 99.55 as the top index.

Higher School Certificate

Overall the results were outstanding. A summary of the school's performance in courses is noted in the information and graphs below.

- Students performed better than the state mean in English extension 1, English extension 2, English advanced, English standard and English as a second language; that is, all HSC English course results were above state averages. The best results occurred in English advanced (6.96% above the state mean), English standard (13.12% above the state mean), English as a second language (5.06% above the state mean) and English extension 1 (5.12% above the state mean).
- Of the 38 courses attempted by WGHS students, 35 of these courses had means above the state mean. Exceptional results were achieved by students in ancient history, business studies, chemistry, design and technology, drama, English advanced, English standard, English as a second language, legal studies, general mathematics, modern history, music 1, PDHPE, society & culture and Japanese extension. Results in these courses were more than 5% above the state mean. Students in English standard, PDHPE and society & culture (all greater than 10% above state mean), achieved outstanding results.
- One hundred and sixty-seven listings of students occurred in the Board of Studies





Higher School Certificate relative performance comparison to School Certificate (value-adding)

Data supplied to schools allows the comparison of student performance in the Year 10 School Certificate Tests with performance in the Year 12 Higher School Certificate Examinations. Schools can then determine if students have shown improvement from Year 10 to Year 12 relative to the performance of other schools in the public education system.

The data indicates the following.

- In all courses combined, WGHS added value of 8.13% overall. All key learning areas in the school were above the state comparison line.
- Value was added to students in English in all Bands with a total average value added of 10.77%.
- In the mathematics courses, the total average value added was 6.70% with students having value added in Bands 2 to 5.
- Since Year 10, students have made significant progress as reflected by the value-added data for English standard, English extension 1, English extension 2, mathematics, mathematics extension 2, ancient history, business studies, chemistry, drama, economics, French beginners, history

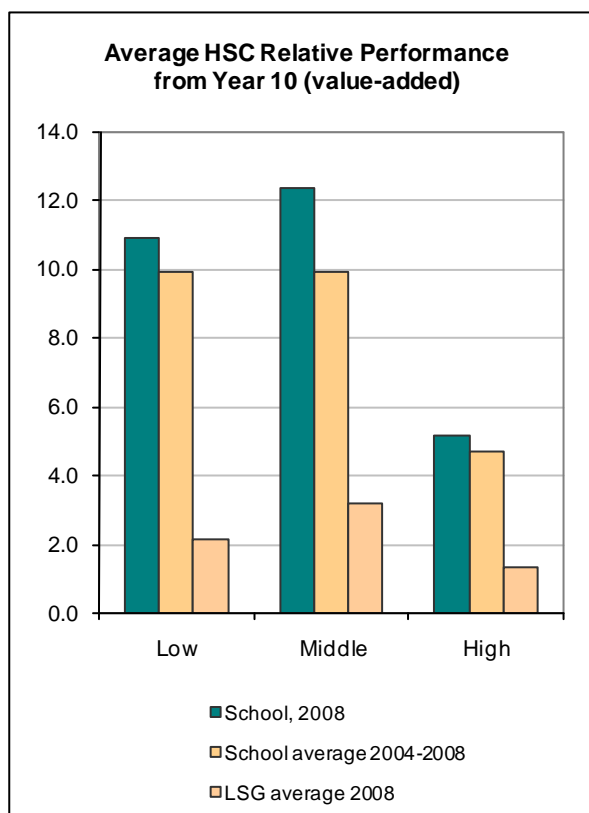
extension, Japanese extension, music extension, PDHPE and society and culture.

Analysis of relative performance between courses within the same Key Learning Area indicates the following.

- Students in English standard, mathematics, mathematics extension 1, mathematics extension 2, chemistry, drama, information processes and technology, PDHPE and society and culture scored higher average marks in these courses than compared to their average marks in their other courses making up their HSC units.

Implications for the school and faculties include the following.

- Student placement and progress in all HSC courses continues to require monitoring to ensure that these courses meet the needs and abilities of the students choosing them. This is especially important in English and mathematics where courses of varying degrees of difficulty are offered.
- Value added data indicates that the school should continue its efforts to stretch the performance of all students.



Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and

punctuation, spelling and numeracy for years 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students achieving at and above minimum standard	
Reading	97.7
Writing	99.4
Spelling	100.0
Punctuation and grammar	99.4
Numeracy	100.0

Percentage of Year 9 students achieving at and above minimum standard	
Reading	97.3
Writing	96.6
Spelling	97.3
Punctuation and grammar	98.0
Numeracy	98.6

Significant programs and initiatives

Aboriginal education

Under the Aboriginal Education Policy faculties incorporate relevant subject matter and appropriate teaching and learning strategies into their programs. National Reconciliation Day was celebrated on a special assembly and reinforced the special place Aboriginal Australians hold in our country's history. Aboriginal students and their families were provided with invitations to and information about regional activities.

Multicultural education

The annual Multicultural Day was extremely successful. Chinese, Japanese, French, Korean and Turkish cuisines were offered and many students dressed in their national costumes. Junior students also entered a poster competition. Harmony Day also celebrated the rich diversity of the many cultures present in the school. Messages in other languages and an entertaining multimedia presentation proclaimed the friendship and harmony that exists at the school. An evening was held for International Students, their parents and guardians. Those present enjoyed supper and the opportunity to meet others in a relaxing atmosphere.

Respect and responsibility

Following the training of all Year 9 in Peer Support at the end of 2007, selected students acted as Peer Support Leaders for Year 7, 2008. The program ran each week for nine weeks during Term 1. An anti-bullying program was presented to Year 7, 2008 in PDHPE lessons.

Local police liaison officers provided information on consequences of cyber bullying

A unit of work incorporating resilience was implemented for all Year 10 students as part of the PDHPE program.

Selected Year 11 students were trained in and participated in a Peer Reading program to assist Year 7 students.

The Crossroads program, promoting awareness of health issues such as drug education and drink driving, was delivered to all Year 11 students during the Year 11 Camp and on Wednesday afternoons in Term 1.

Progress on 2008 targets

Target 1

Achieving high standards in learning and excellence in student results

Our achievements include the following.

- Outstanding results were achieved in the HSC and School Certificate for all categories of learners.
- Assessment tasks were coded for quality and reworked as appropriate.
- Computing and PDHPE faculties were evaluated.
- Curriculum links with local primary schools were consolidated, and a joint school development day on resilience for the young, was conducted with the staff of WGHS, Willoughby PS, Artarmon PS and Northbridge PS. Parents attended an evening workshop.
- Year 7 and 9 national literacy and numeracy results were very pleasing, as were the Year 8 state Science results.

Target 2

Presenting the school well

Our achievements include the following.

- Significant grounds and garden installations were completed including a Covered Outdoor Learning Area (COLA) for junior students.

Target 3

Supporting learning with improved programs facilities

Our achievements include the following.

- Technological equipment such as data projectors and whiteboards were installed and are being utilised.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of the School Three Year Plan and the Computing and PDHPE Faculties.

Educational and management practice

School Evaluation and Planning Surveys

Background

In preparation for planning for 2009-2011, the school's priorities for 2006-2008 were evaluated and input into future directions was sought. The priorities for 2006-2008 were: achieving high standards in learning and excellence in student results; presenting the school well; and supporting learning through programs and improved facilities. Parents were surveyed, teachers participated in discussion groups and focus groups of students were interviewed. The evaluation and planning consultation was led and managed by the Principal.

Findings and conclusions

- On the areas evaluated, parents were particularly pleased with the academic standard of the school, the quality of teaching, the assessment and reporting processes, the informative nature of the newsletter, and improvement in the school grounds and facilities.
- In terms of future planning there were no clear patterns that could be drawn from the parent surveys, except in relation to the maintenance and cleanliness of the girls' toilets. This area has since been addressed.
- From the student focus groups, which included members of the SRC, it was evident the students held the school and their

teachers in high regard. There were no clear patterns in terms of future directions.

- Teacher responses to evaluation and planning questions were aggregated and clear patterns emerged which are reflected in the priorities listed under future directions below. In addition, staff were also keen to see the links established with primary school continue.

Future directions

Following the consultation process, the priorities for 2009-2011 are:

- Needs of targeted groups of learners (ESL learners for 2009) linked to quality teaching
- Technology linked to quality teaching
- Welfare of students and staff

These three broad priorities form the basis of the school plan for the next three years.

Curriculum

Background

The school conducts faculty evaluations each year led by head teachers and the deputy principals and overseen by the Principal. The aim of the evaluations is to provide feedback to the head teacher and staff in the effective and efficient operation of the faculty, to support their efforts to enhance student outcomes and to acknowledge the achievements of the faculty.

Computing Studies Faculty

Findings and conclusions

- The computing studies faculty is well regarded by students for its academic results and students enjoy studying the courses.
- Teaching programs are well structured and students are provided with course outlines, assessment guidelines, a variety of appropriate textbooks and resources.
- The teachers are professional and enthusiastic, and relate well to students, are available and approachable.
- Teachers have a very good knowledge of their subject, are well prepared and up to date.
- Homework is positively received by students. Some students have commented that they would like more meaningful homework with correction.
- Teachers have high expectations, with a focus on teaching and learning with regular feedback.
- Opportunities for autonomous student learning are provided. Some students were

keen to have excursions in computing studies courses.

- Quality assessment and reporting practices are evident and clearly communicated. Some students indicated that they thought the assignments could be more accessible, and that the provision of work samples would be helpful.
- Effective and supportive supervisory practices optimise student and staff performance.
- All staff participated in organised professional learning during 2008. There is a high degree of sharing of ideas around teaching programs, resources and assessment.
- The head teacher strongly encourages and supports staff to participate in professional learning activities.
- Members of the faculty willingly work together on common projects and a collegial model of management is practised.
- The faculty is viewed positively by a high number of students. The computing studies teachers are keen to increase the faculty identity within the school.

Future directions

- Re-working large assignments into smaller components, providing work samples and revising marking criteria are priorities for 2009.
- Further enhancement of learning spaces including the upgrade of computers and ventilation of the computer rooms is envisaged.
- The provision of space to store faculty resources is sought.
- Researching further possible excursion venues will be undertaken.
- Creating more professional learning and planning time as a whole faculty is to be addressed.
- Raising the faculty's identity and profile within the school community will be considered.

PDHPE Faculty

Findings and conclusions

- The PDHPE faculty is a well organised unit, meeting all mandated requirements.
- Staff members are enthusiastic and creative in their teaching.
- HSC results are excellent.
- Teaching programs are of high quality. Programs for Years 7, 11 and 12 underwent significant review and rewriting in 2008 and are now being implemented. Year 8, 9 and 10 program reviews are almost complete.

- A very positive learning environment is maintained with teachers actively engaging students with a full range of equipment and resources.
- A variety of teaching strategies and tools are implemented to address the Quality Teaching elements. Students indicated that teachers were well organised in the way they presented the curriculum.
- Students stated that they enjoyed PDHPE and saw the teachers as very approachable.
- Homework is closely monitored with senior students seeing homework as meaningful.
- Quality assessment practices are evident and clearly communicated.
- A range of assessment strategies is used in the junior school. All teachers work to a common benchmark when describing each student's performance.
- At the beginning of the year each student receives an outline of the course which clearly explains the requirements for uniform, assessment, homework and participation.
- Appropriate storage of PDHPE equipment remains an issue to be addressed.
- All staff use topic workbooks which has ensured that work can be individualised.
- Statistical analysis of SC and HSC results occurs.
- Quality planning, organisation and reflection were evident in the teaching practice observed along with active student participation.
- Teachers take a calm, conciliatory approach with students based on mutual respect.
- Teachers are responsive to the students in their care catering for individual needs and differences.
- The faculty is well regarded across the school for their participation in school events and their organisational skills. The faculty is responsible for organising school events such as carnivals and weekly sport. The faculty recognises student success.
- Successful lunchtime competitions have been introduced.
- The staff work well together sharing ideas, resources and professional development experiences.
- Students indicated that the teachers were very capable, knowledgeable and professional. In addition they were up to date and shared their enthusiasm for their subject.
- A commitment to relevant professional learning is evident within the faculty.

Future directions

- Further coordination of junior assessments is to be addressed.

- Improvement in the storage facilities for equipment and stocktaking processes are a priority for 2009.
- The PDHPE coordinator's role will be established and developed in 2009.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school's priorities and future directions.

An evaluation of the School Plan 2006-2008 was conducted involving parents, students and teachers. Please see the Key Evaluation section, Educational Management and Practice, School Evaluation and Planning, pages 13 and 14.

Professional learning

Teaching and learning including the quality teaching program continued to be the focus of all professional learning activities participated in by teachers at Willoughby Girls. In 2008, teachers attended over two hundred professional learning activities, many of which were conducted outside of normal school hours. Most of these activities were in the areas of syllabus implementation, beginning teachers, technology, welfare and leadership. Professional learning on school development days focused on student welfare and resilience with a presentation by Dr Michael Carr-Gregg, and the Quality Teaching model, which deepened understandings about the learning needs of NESB students.

The total expenditure on professional learning in 2008 was \$42,498 with an average of approximately \$780 per teacher.

School development 2009 – 2011

Targets for 2009

Target 1 : Improve value-added results for ESL students in the HSC and School Certificate

Strategies to achieve this target include:

- implementing a program which involves ESL teachers working with subject teachers on Quality Teaching and literacy strategies to support the learning needs of ESL students.

Our success will be measured by:

- evaluating the performance of targeted ESL students on assessments, both internal and external.

Target 2 : Implement revised programs for involvement of international students

Strategies to achieve this target include:

- restructuring the Year 11 Crossroads (personal development and health) program to accommodate sessions specifically designed for international students.

Our success will be measured by:

- drawing on data and observations which indicate increased engagement of international students in school life.

Target 3 : Incorporate targets for academic consolidation and enhancement in faculty plans

Strategies to achieve this target include:

- analysing course-based performance data from the HSC and School Certificate, and designing and implementing strategies in response to the data; and
- conducting annual reviews of faculties (Creative Arts and Languages in 2009).

Our success will be measured by:

- continuing student improvement, and high performance in the HSC, School Certificate, NAPLAN and ESSA.

Target 4 : Introduce ICT connected classrooms and laptops for learning programs

Strategies to achieve this target include:

- installing interactive whiteboards, video-conferencing and laptop equipment; and
- forming program teams with a focus on managing equipment, training and development and implementation strategies for teaching and learning.

Our success will be measured by:

- noting the installation of the equipment and its effective utilisation by teachers.

Target 5 : Install new multimedia centre

Strategies to achieve this target include:

- installing computers, other technology and furniture to enable this learning space to function efficiently and effectively.

Our success will be measured by:

- noting the frequent and effective utilisation of this facility by teachers and students.

Target 6 : Refurbish the administration area and staff common/meeting room

Strategies to achieve this target include:

- managing the installation of the facilities following planning and consultation.

Our success will be measured by:

- noting the efficient and effective operation of the facilities.

Target 7 : Conduct learning programs to enhance resilience and well being

Strategies to achieve this target include:

- improving the physical learning and working environments (see above targets); and
- implementing welfare programs for students and staff, and holding the school's 75th anniversary celebrations.

Our success will be measured by:

- noting the increased satisfaction of staff and students with the new facilities; and
- noting improved levels of well being.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Ms C Allen, Head Teacher History
Mr R Gates, Head Teacher Mathematics
Mr S Leavers, Deputy Principal
Ms C Shand, Deputy Principal
Mr W Grob, Parent Representative
Ms S Young, Principal

School contact information

Willoughby Girls High School
Mowbray Road WILLOUGHBY NSW
Ph: 9958 4141
Fax: 9967 2174
Email: willoughbg-h.School@det.nsw.edu.au
Web: www.wghs.nsw.edu.au
School Code: 8159

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>

