



School background 2018 - 2020

School Vision Statement

Innovation Excellence Learning

At Liverpool Girls High School we co-create high quality learning that empowers young women to thrive and succeed within an inclusive and supportive global community.

OUR PURPOSE

- Students have varied opportunities to engage in future ready learning programs that builds their skills in collaboration, creativity, critical thinking, citizenship and communication so that they have a love of learning, self-knowledge, a people sense, worldliness, comfort with complexity, the ability to set goals and open minds that consider many possibilities.
- Students are inspired to be life-long learners with a passion for learning through active engagement with the wider community.
- Teachers are well trained professionals who encourage high expectations providing high quality innovative and differentiated learning ensuring students are future ready.
- The wider community works in partnership with the school to provide quality learning opportunities for all students in varied and responsive ways.
- The school celebrates and promotes the diversity of an inclusive community where all belong.

School Context

Liverpool Girls' High School (LGHS) is a dynamic learning community working together with future ready vision and innovative ideas to ensure excellence. The school is located in the south western suburbs of Sydney and is part the Liverpool Network of the NSW Department of Education, Public Schools. The school was established in 1954 replacing the then Liverpool Home Science School which opened in 1929. The school is a multicultural comprehensive girls' high school with over 89% of the students coming from a culturally and linguistically diverse (CALD) communities. The school has students from about 62 different countries with over 50 languages being spoken by the students and their families. Aboriginal students account for 1.2% of the school population.

A broad range of curriculum options are offered and have been structured to meet students' needs, abilities and interests. There is an ongoing focus on student engagement with students actively focused on learning. The school receives much well deserved praise from the community and is recognised as having high academic achievers and quality learning through leadership programs, exhibitions, school to work planning, volunteer programs, vocational education programs, a wide range of co-curricular activities and a future focus that is embedded in all student learning activities.

The school works in partnership with parents, business, partner local schools, universities and community groups to provide many educational and community based experiences for our students and staff.

We, as a school community, are very proud of our school and work together in harmony to build on the outstanding reputation that the school has built since 1954. We work to ensure every student excels through "Innovation Excellence and Learning".

School Planning Process

The school planning process is coordinated by the School Planning Team who have carried out an extensive situational and directional analysis through,

- exploration of information sources such as NAPLAN, HSC, school based assessment, data sources such as attendance, demography and community profiles;
- student focus groups;
- surveys;
- extensive ideation workshops with students following a design thinking approach;
- parent forums and ideation workshops;
- staff focus groups;
- School leadership discussion workshops
- School planning team working party;
- SEF report 2016 and 2017
- Program evaluation and reports;
- Tell them from me surveys 2016 and 2017;
- Annual (School) Reports 2015, 2016.



To co-create challenging, purposeful and relevant quality learning that supports pathways beyond school through quality practice that is designed to maximise each students' learning potential.



To co-create a school that empowers the community in developing a culture of collaboration, shared vision and direction that is responsive to the changing needs of learners in a future ready environment.



To co-create meaningful learning partnerships that enable students to connect learning to real-world applications and develop skills to be agile and flexible learners.

Strategic direction 1: Engage active and focused learners

Purpose

To co-create challenging, purposeful and relevant quality learning that supports pathways beyond school through quality practice that is designed to maximise each students' learning potential.

Improvement Measures

Differentiated explicit programs with embedded literacy and numeracy focuses have been created in ALL courses.

All formal assessments tasks follow standard school format and protocols that give feedback and allow for student reflection on their learning.

Significant increase in the number of students reporting the ideal achievement level in high challenges and high skills equal to or greater than state average. (TTFM)

Significant increase in the number of students demonstrating expected growth in literacy and numeracy in achieving the minimum standard or above. (NAPLAN)

People

How do we develop capabilities of our people to create a transformation?

Staff

Teachers implement explicit literacy and numeracy strategies that are embedded into all learning programs that challenge students as learners.

Leaders

Leaders support the development of the capabilities of teachers in co-creating differentiated learning programs and assessment practice that assesses learning through quality feedback.

Students

Students understand the importance of quality feedback in relation to clear learning intentions and success criteria.

Community Partners

The broader community collaborates and develops connections to provide pathways and post school options.

Parents / Carers

Parents understand more about their daughter's learning and progress and feel supported by the school.

Processes

How do we do it and how will we know?

Implement a whole school approach to learning that differentiates, challenges and promotes high expectations.

Draw on research and student data to develop and implement professional learning that explores a range of literacy and numeracy based approaches that challenges students as successful and confident learners.

Whole school collaborative practices to explore processes of assessment that reflects deeper learning so that students are able to see success in a range of contexts and ways.

Products and Practices

What are our newly embedded practices?

Practices

Every teacher uses data to inform and differentiate learning and improve assessment practice.

Student progress is tracked to inform classroom practice.

Teachers provide progressive, quality and timely feedback to students.

What is achieved?

Product

Explicit differentiated learning programs drive learning in all courses linking learning, assessment and reflection in relation to syllabus outcomes.

All teaching and learning programs are data driven, explicit and take into consideration student learning needs.

Increased number of students utilise quality feedback to maximise their learning outcomes as indicated in the TTFM survey.



Strategic direction 2: Empower leading through learning and collaboration

Purpose

To co-create a school that empowers the community in developing a culture of collaboration, shared vision and direction that is responsive to the changing needs of learners in a future ready environment.

Improvement Measures

All staff complete training in collaboration protocols and reflective practice.

Significant increase in student performance in the upper bands based on SMART and RAP data sources.

Increased student satisfaction in learning opportunities from base line data through TTFM, IEPs and other relevant sources.

People

How do we develop capabilities of our people to create a transformation?

Students

Students learn to lead by building a team culture through relationships with a growth mindset, defining identities and achieving learning effectively.

Staff

Staff take a leading role in transforming the learning environment that promotes positivity, high expectations, inclusivity and success.

Parents / Caregivers

Parents collaborate and learn from each other to support their child as successful learners.

Community partners

Community leaders connect and co-create with the school to design authentic learning experiences with real-world applications.

Leaders

Leaders are supported through systems leadership strategies that equip and build capacity for the school to grow forward.

Processes

How do we do it and how will we know?

Leaders empower all to develop transformative, coherent thinking, planning, implementation and evaluation cycles through a collaborative culture to ensure student success.

Students empower each other through collaborative learning processes.

Goal setting and reflective practice empowers student voice leading to achievement and success.

Products and Practices

What are our newly embedded practices?

Practices

Focused professional learning programs equip teachers to take a leading role in student learning that is relevant, meaningful and future ready.

Teachers co-create and plan student learning through integrated approaches that are common across all learning areas.

What is achieved?

Product

A culture of reflective practice through collaborative practice, drives learning.

Students have access to a wide range of learning and leadership opportunities.

Strategic direction 3: Enable learning partnerships

Purpose

To co-create meaningful learning partnerships that enable students to connect learning to real-world applications and develop skills to be agile and flexible learners.

Improvement Measures

Processes are in place so that students reflect on their learning in all courses.

Significant increase in positive behaviour and student engagement

Significant impact of community partnerships on student learning growth as indicated in growth data.

People

How do we develop capabilities of our people to create a transformation?

Students

Students are empowered through authentic learning experiences that enable them to connect the curriculum and their learning to their interests, strengths and aspirations beyond the classroom.

Staff

Teachers develop learning partnerships that transform, enhance and inform teaching practice.

Parents / Caregivers

Parents build confidence to connect and collaborate with the school to support learning.

Community partners

Local and global community connections, collaborative projects and relations advance the school learning goals for students to be future ready.

Leaders

Leaders support and build the capacity of teachers to initiate and integrate real world applications within the learning and assessment practices.

Processes

How do we do it and how will we know?

Students engage in authentic learning activities that boost their wellbeing levels through ongoing success and achievement.

Teaching practice is transformed through embedded professional learning approaches.

Business and community partners understand the school's vision to provide a supportive network of ideas, experiences and expertise to support students to be future ready.

Products and Practices

What are our newly embedded practices?

Practices

Students are engaged in their learning, are challenged in a variety of ways and reflect on their learning.

Professional learning is facilitated through a suite of targeted activities through faculty, staff, leadership and network meetings, workshops, conferences, courses, and on-line activities.

What is achieved?

Product

Students see that learning, through reflection, is connected, integrated and meaningful with applications across the curriculum.

Teachers design learning that is engaging, connected and meaningful to build future ready skills.

More parents are involved in school related activities and events.

Business and community partners support learning.

“Learning is a seed planted in your mind that grows as you do. It is watered by communication, understanding, opportunities and experiences, collaboration and creativity.”

Student Focus Group – Group 2, August 2017

