



Strategic Directions 2018 - 2020

OUR VISION ...

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 AIMS ...

- 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.

OUR DIRECTIONAL GOALS AND PURPOSE

ENGAGE

... **active and focused learners** who 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.

EMPOWER

... **leading through learning** 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.

ENABLE

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

OUR CORE VALUES

OUR BELIEFS

We believe ...

- in providing quality teaching and learning programs that personalise the curriculum to meet individual abilities; and learning needs;
- in giving opportunities for involvement, participation, collaboration and co-operation in order to facilitate excellence;
- that all students and staff have the right to further their educational experience through co-curricular and professional activities;
- everyone has the right to be provided with leadership opportunities and mentoring roles; and
- every student can succeed.

OUR EXPECTATIONS

We expect the school community to ...

- actively embrace the learning opportunities provided through the school curriculum, co-curricular and professional learning activities;
- demonstrate commitment to learning and achieve personal best, striving to become critical thinkers and independent learners;
- responsibly engage in digital literacy and be responsible digital users;
- take pride in and maintain the safety of the learning environment;
- demonstrate active citizenship within the school, local and wider community;
- take responsibility for individual learning behaviours, actions and resulting consequences; and
- respect and accept diversity and differences.

OUR VALUES

We value ...

- honesty and integrity;
- a passion for personal growth and life-long learning;
- respect, understanding, acceptance and appreciation of each other's culture, ethnicity, age, gender, sexuality, religion, beliefs and ability;
- a sense of belonging by being an integral part of the school and wider community;
- creating and maintaining a safe and purposeful learning environment;
- being environmentally aware; and
- personal and collective achievement, encouraging everyone to achieve their personal best.

OUR COMMITMENT

We are committed to ...

- providing excellence in Girls' Education with a focus on individual needs;
- providing staff with the opportunity to demonstrate and enhance their expertise as models of lifelong learning;
- an environment for the school community that is safe, fair and focused;
- encouraging and rewarding personal achievements;
- being an active and responsive learning community; and
- life-long learning for a challenging and ever changing global world.

OUR PERFORMANCE 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)
- Significant growth in student performance in the upper bands on SMART and RAP data sources.
- 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.
- 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.