School Plan, 2018 – 2020
Liverpool Girls High School
School Code 8176

Engage active and focused learners
Enable learning partnerships
Empower leading through learning

Strategic Directions 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 local and 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;
School strategic directions 2018 – 2020

STRAIGHT DIRECTION 1
Engage active and focused learners

To co-create challenging, purposeful and relevant quality learning practice that is designed to maximise each students’ learning potential.

STRAIGHT DIRECTION 2
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.

STRAIGHT DIRECTION 3
Enable learning partnerships

To co-create meaningful learning partnerships that enable students to connect learning to future ready 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 practice that is designed to maximise each students’ learning potential.

**People**

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

**Staff**
Build teacher capacity to 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.

**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?

**Staff**
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.

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

**Students**
Foster 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.

**Evaluative Sources**

- NAPLAN
- HSC results
- Internal data sources
- Student Performance profiles
- Student assessment samples
- Performance Measures
- IEPs
- PDPs
- Observation
- Reflection / Feedback data
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.

**People**

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

**Students**
Develop a growth mindset which empowers students to self-regulate, embrace and pursue their learning goals.

**Staff**
Build staff capacity in transforming the learning environment that promotes deep learning.

**Community partners**
Community leaders connect and co-create with the school to design authentic learning experiences with future ready applications.

**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 of on-going professional learning.

Instructional collaborative learning processes empower the school community to lead learning.

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

**Products and Practices**

What are our newly embedded practices?

**Practices**
Focused professional learning, that is facilitated through a suite of targeted activities, equips 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.

**Product**
A culture of reflective and evaluative practice through collaboration drives learning.

Teacher practice is supported through ongoing embedded professional learning.

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

**Improvement Measures**

All staff have completed professional learning in instructional collaborative strategies.

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.

**Evaluative Sources**

- NAPLAN
- HSC Results
- Internal data sources
- Student Performance profiles
- IEPs
- PDPs
- Performance Measures
- TTFM Survey
- Observation
- Reflection / Feedback data
## Strategic direction 3: Enable learning partnerships

### Purpose

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

### People

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

**Students**

Students are enabled through authentic learning experiences 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**

Build parent confidence to connect and collaborate with the school to support learning in a range of contexts.

### Processes

**How do we do it and how will we know?**

The community works together in a collective and shared partnership in a variety of ways to provide a range of learning experiences and opportunities both in and outside of the school and the classroom.

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.

Establish authentic learning activities that boost wellbeing levels through ongoing involvement, success and achievement.

### Products and Practices

**What are our newly embedded practices?**

**Practices**

Learning is enabled through active participation in a range of challenging future-ready contexts.

The school community works together to provide learning experiences and opportunities for both staff and students.

**What is achieved?**

**Product**

Students see that learning, through reflection, is transferable, connected, integrated and meaningful with applications across all learning contexts.

Teachers design learning that is engaging, relevant, meaningful and connected to the real world so as to build future-ready skills.

More parents are involved in school-related activities, partnerships and events.

Business and community partners support and provide learning experiences and opportunities for both students and staff.

### Improvement Measures

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

Significant increase in positive behaviour and student engagement.

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

### Evaluative Sources

- NAPLAN
- HSC
- Internal data sources
- Student Performance profiles
- Performance Measures
- SENTRAL Reports
- Reflection / Feedback data
- PBL
- Stymie

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School Plan 2018 - 2020 | Liverpool Girls High School (8176)
“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