Liverpool Girls High School

School Strategic Improvement Plan
2021 – 2024

Growing forward

NSW GOVERNMENT | Education

POSITIVE BEHAVIOUR TEAM

engage empower enable
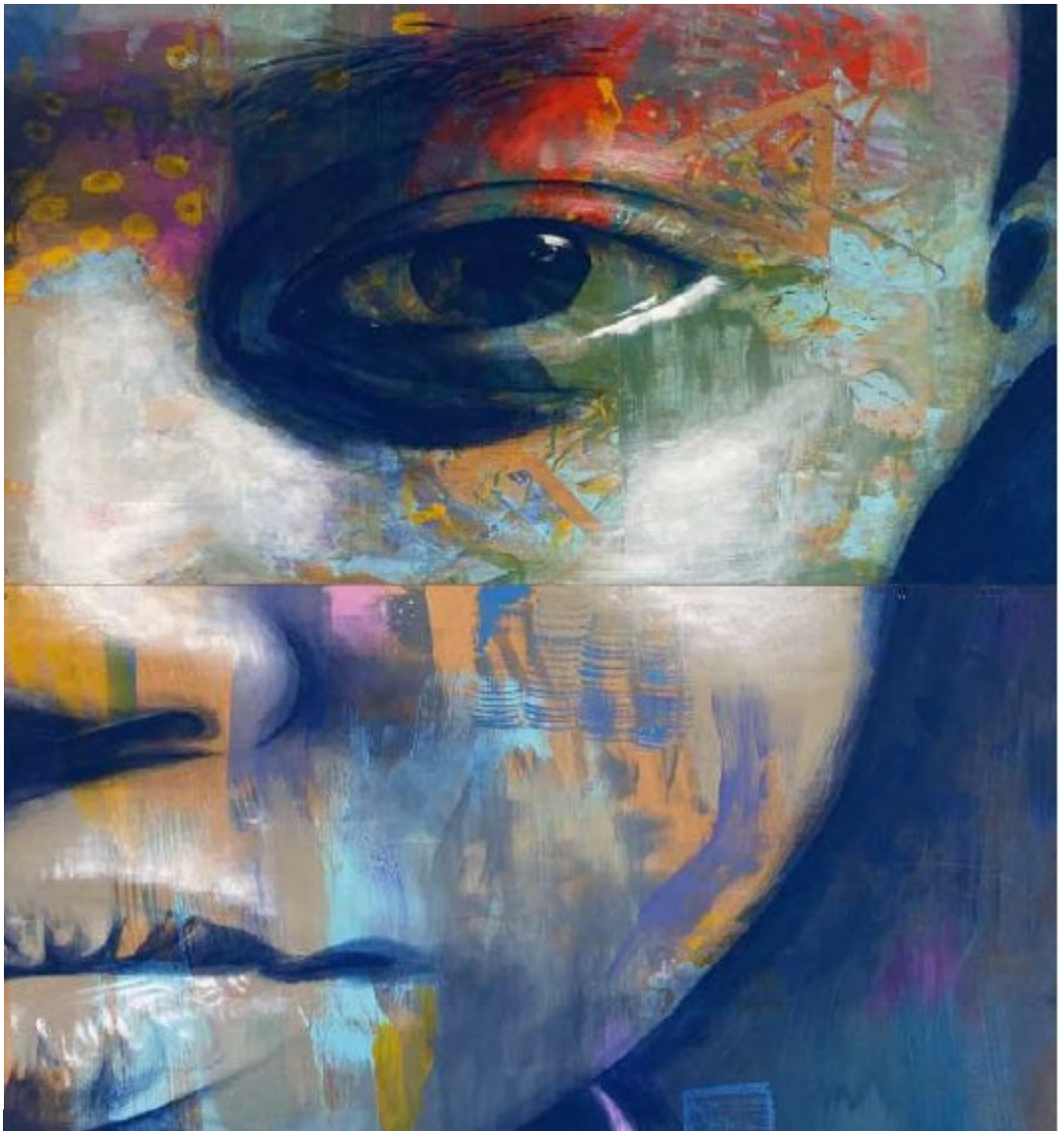
Our School Context

Liverpool Girls High School is proud to be a public comprehensive girls' high school as part of the NSW Department of Education located in the south western suburbs of Sydney. We are a large multicultural girls high school with over 89% of our students coming from a language background other than English. Our school has students and staff from over 60 different countries with over 50 languages being spoken by our families. Many of our students are refugees. We also have a number of Aboriginal students who enrich the culture of our school. This all means that our school is proudly a culturally diverse learning community which we embrace as an exciting, culturally rich and inclusive school community.

Our school is driven by three key concept drivers of 'engage', 'empower' and 'enable' which is realised through our strategy of innovation, excellence and learning, where students are at the centre of everything that we do as we strive to grow our school forward with a focus on improving student literacy skills targeting improving learning skills and achievements in reading and writing, increasing student growth in numeracy, raising the bar for HSC results, encouraging higher attendance patterns at school every day, addressing positive student wellbeing and ensuring that students have strong goals and pathways for their futures, post-secondary schooling.

The innovative nature of our school works through establishing excellence, centred on high expectations and standards which focus on learning for all students. Our school culture and belief is underpinned through our guiding principles of REACH through 'Respect, Excellence, Acting Safely, Co-operation, and Honesty' which form the backbone of our 'Positive Behaviour for Learning' strategy which guides the expectations of our school behaviour code.

The school offers a broad curriculum with choice and diversity focusing on academic, technological, sporting, creative, performing, social, community, work-based and leadership opportunities and experiences for all students. Teachers are committed to on-going high impact professional learning, growth and development which equips them to give students an up-to-date, relevant education and authentic learning experiences and opportunities through engaging with our many partnerships to empower our students as life-long learners. Our students' excellent achievements and results as learners across the school in the many learning programs are a testament to this.

As a school community we pride ourselves on the recognition of individual student needs and in the identification of the many community resources that we can connect with to provide quality learning experiences and opportunities for our students. The cohesiveness of our school community is reflected in the physical environment where student works proudly identify our multicultural identity and are widely displayed throughout the school. Our commitment to quality teaching and learning recognises and celebrates significance in everyday life-long-learning and in our interactions with the wider school community where our students are able to achieve success in a diverse and varied range of programs, partnerships, connections, learning opportunities, experiences, contexts and settings.

We as a school community are very proud of our school and work together collaboratively to build on the outstanding reputation that the school has built since 1954.

Our Vision for our School

Provide our students with quality education to engage, empower and enable them to succeed in a local and global environment that promotes learning, creativity and personal growth.

Our Aspirations

At Liverpool Girls High School we, as a school …

- create high quality learning that empowers students to thrive and succeed within an inclusive and supportive learning community;

- inspire, prepare and motivate our students for a rapidly changing world by instilling in them the skills of;

    - critical and analytical thinking,

    - communication – both oral and written,

    - numeracy,

    - collaboration;

    - adaptability and agility;

    - cultural understanding;

    - having a global perspective;

    - emotional intelligence;

    - respect for the core values of honesty, loyalty, perseverance, resilience and compassion,

    - independence as proactive learners; and

    - an ability to embrace change;

so they have success for today and be prepared for tomorrow.

Our Aims

- Students have varied opportunities to engage in future ready learning programs that builds collaboration, creativity, critical thinking, citizenship and communication.

- Students are inspired to be passionate life-long learners through active engagement with the wider community.

- Teachers encourage high expectations by providing high quality, innovative and differentiated learning, to ensure students are life ready.

- The school community work in partnership with the wider community to provide quality learning opportunities and experiences for all students in varied and responsive ways.

- The school continues to uphold and maintain the ongoing diversity of an inclusive community where all belong.

Our Core Values

OUR BELIEFS

We believe ...

– in providing physical, mental and emotional wellbeing into daily school life, embedding quality teaching and learning programs that personalise the curriculum to meet individual ability; and learning needs;

– in giving varied opportunities for involvement, participation, collaboration and co-operation in order to facilitate excellence;

– that all students and staff have the right to build their capacity as learners;

– that parents and carers are our essential partners in their child's education; and

– that every student is known, cared for and valued within our school community.

OUR VALUES

We value ...

– the principles of REACH – Respect, Excellence, Acting safely, Cooperation and Honesty;

– a passion for personal growth and life-long learning;

– diversity;

– a sense of belonging; and

– creating and maintaining a safe and purposeful teaching and learning environment.

OUR EXPECTATIONS

We expect the school community to ...

– actively embrace learning opportunities;

– demonstrate commitment to learning;

– responsibly engage and be responsible digital users;

– take pride in and maintain the safety of the learning environment;

– follow, promote and embrace our Positive Behaviour for Learning (PBL) approach of REACH; and

– enable parents to be actively involved in their child's learning.

OUR COMMITMENT

We are committed to ...

– providing excellence in comprehensive girls' education with a focus on individual needs;

– providing staff with the opportunity to demonstrate and enhance their practice and expertise;

– an environment for the school community that embodies the principles of REACH;

– a learning environment for all, that is safe, fair and focused;

– encouraging, celebrating and rewarding personal achievements; and

– life-long learning.

Strategic Direction 1
Student growth and attainment

Engage learners ... providing them with authentic real learning experiences and a culture of improvement through evidence based approaches and practices to teaching and learning that will lead to growth and attainment by;

- increasing the capacity of all teachers and respond to the holistic learning needs of all students with a focus on literacy and numeracy to attain minimum standards and beyond;
- strengthening a culture of improvement through systematic, reflective and evidence-based approaches to learning and teaching; and
- providing experiences of learning which engage, challenge, and extend students to grow and attain the best personal learning goals.

Key Improvement Measures	Initiatives
- Increase the proportion of students achieving at or exceeding expected growth in **numeracy** by at least 6.4%. (2022) - Increase in the proportion of students achieving or excelling in the top two bands in **numeracy** by at least 6.3%. (2022) - Increase in the proportion of students achieving or excelling expected growth in **reading** by at least 9%. (2022) - Increase in the proportion of students achieving or exceeding in the top two bands in **reading** trending upwards by 5.8%.(2022) - Increase in the number of students achieving or exceeding reaching in the top three **HSC bands** by 4.2%. (2023) - Proportionally contribute to the Liverpool Network target of increasing the number of **Aboriginal students** attaining their HSC, whilst maintaining their cultural identity, by 50%. (2023)	<u>Professional learning and development</u> – High impact staff professional learning and development, exploring understanding and application of practice that will engage students effectively in positive learning experiences building their understandings and skills to grow as learners toward high attainment. <u>Action research/ action learning</u> – Use data, information and current research through action research / learning models to evaluate, create, test and implement effective ways to improve student learning, exploring practice to improve the quality of teaching and learning in all classrooms to ensure improvement and growth. <u>Strategy development and implementation</u> – Explore, create and implement a range of student focused strategies and models of practice that will engage, challenge and extend student learning achievement.

INDICATORS OF PROGRESS Success Criteria Initiatives	Evaluation Strategies
- Whole school approaches to learning practice, integrating literacy and numeracy into all areas has been created and implemented in all classes. - High impact professional learning has been used to upskill teachers in classroom practice, so as to engage active learners. - All students attain minimum standards in literacy and numeracy by the end of Year 12. - Detailed feedback notes are created for all student assessed work in response to outcomes demonstrated and next steps pointed. - Student achievement tracking system created and progress reported to parents. - Student results demonstrate growth. - High expectations are set for all students with differentiated learning. - High potential strategies have been developed to extend learners resulting in attainment at higher levels. - Student attendance has shown marked improvement.	- Best Start Year 7 data - NAPLAN data - HSC – SCOUT and RAP - Minimum Standards data - Renaissance Reading program data - TTFM responses - Student voice from focus groups - SENTRAL N Warning letters reports - Attendance data SENTRAL / EBS4 / SCOUT - PBL data (SENTRAL) - Participation data

Strategic Direction 2

Learning and wellbeing

Empower learners ... to thrive as individuals supported by a collaborative and connected community that promotes acceptance, resilience and a sense of belonging by;

- strengthening ways of creating a safe and nurturing school environment that is supportive of individual growth;
- equipping and supporting school staff with skills and strategies to effectively manage challenging student behaviour; and
- resourcing and supporting programs which promote mental health and resilience.

Key Improvement Measures	Initiatives
    - Increase in student **attendance** with movement at or above the state average by 4.3%. (2022) - Increase student **reported positive wellbeing** levels to at or above state average of 3.6%. (2022)	Supporting student learning and wellbeing – Co-create, develop and implement support mechanisms, interventions, adjustments and supportive strategies that are responsive to student emerging needs so that they can connect, succeed and thrive.
	Professional learning and development – Staff professional learning and development to give background, understanding and strategies to provide for the complexities of student and community need. Application of this learning in the classroom and across the school as a strong consistent whole school approach to managing student behaviour, used by all staff with consistent language and strategy.
	Agency integration – Target and connect with and utilise external agencies of support to provide interventions and proactive programs to equip students and staff with understandings and skills to deal with the complexities of a modern world, so as to thrive and reach maximum individual potential and beyond.

INDICATORS OF PROGRESS **Success Criteria Initiatives**	**Evaluation Strategies**
- Detailed professional learning plan that is responsive to the needs of all teachers and school staff. - A focused approach to high impact professional learning in literacy, numeracy and wellbeing/behaviour management has been created and implemented leading to improvement. - Reduction in the disruption in lessons by challenging students. - A structured welfare plan is in place for all groups of students to proactively address current and emerging welfare needs. - All students have IEPs which drives their learning as all teachers use these to drive individualised learning in all classes. - An attendance improvement strategy for both students and staff has been developed and implemented. - Staff high impact professional learning sessions in how to identify mental health needs and provide for these in the classroom to support student learning. - School signage encourages positive behaviour approaches. - Creation of a whole school and systematic wellbeing approach / strategy for student support. - Less counsellor referrals. - Reduction of student suspensions.	- Attendance data from SENTRAL / EBS4 / SCOUT - HSLO referral information - SENTRAL reports – student referrals, categories of referrals - PBL achievement data. - Year Adviser tracked progress data - Serious incident information (types of) - Suspension data - Student Surveys - TTFM responses

Learning Connections

Enable learners ... as active participants in a variety of authentic and challenging learning experiences offered in partnership within the wider community by;

- providing students with authentic learning which engages, challenges, extends and empowers students through authentic learning partnerships; and

- providing mentoring programs by adopting a holistic approach to ensure sustainable development in further education and workplace learning and engagement.

Key Improvement Measures	Initiatives
- Increase in the percentage of eligible students continuing to the end of Year 12 achieving minimum standards at least 95%. (2024) - Increase in the percentage of school leavers participating in higher education, training or work. (2024)	<u>Connecting partnerships for learning</u> – Co-create partnership activities with local and community, businesses, agencies, and educational providers to deliver authentic real life learning experiences and opportunities for students, supplementing classroom based learning in real life post school experiences. <u>Real life connections</u> – Involve community, business, agency and educational mentors as co-providers, to work alongside students to mentor and provide first hand experiences and opportunities for students to shape their post school futures with realistic and achievable ambitions and goals.

INDICATORS OF PROGRESS **Success Criteria Initiatives**	**Evaluation Strategies**
- Student centred learning is evident in all classrooms across the school, where there is self-assessment and constant evaluative and reflective feedback. - Learning partners are identified and work with students across the school in arrange of programs suited to student need. - Student on task behaviours have shown vast improvement. - There is less truancy and student absence. - Annual engagement targets through partnerships is identified each year as milestones to be achieved. - Fulfilling of EPPP obligations and data returns.	- TTFM responses - Student surveys and feedback information as a result of various activity programs - Student focus groups and feedback sessions - Feedback responses (formal) from partner agencies - Social media responses / feedback - EPPP data collections - Student / Participant Surveys from activities

Liverpool Girls High School

School Improvement Plan
Focus target areas from SEF aligned to the School Improvement Plan

* SD = Strategic Direction

Excellence in Learning	Excellence in Teaching	Excellence in leading
Learning Culture – High Expectations The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (Excelling) [SD - 1.3]	**Effective Classroom Practice – Lesson Planning** All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. (Excelling) [SD - 1.2, 1.3, 2.1]	**Educational Leadership – Instructional Leadership** The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (Excelling) [SD - 1.1, 1.2, 1.3]
Learning Culture – Attendance Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. (Sustaining and Growing) [SD - 1, 2, 3]	**Effective Classroom Practice – Explicit Teaching** A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (Excelling) [SD - 1.2, 1.3, 2.1]	**Educational Leadership – High Expectations Culture** The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (Excelling) [SD - 1.1, 1.2, 1.3]
Wellbeing – A planned approach to wellbeing The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (Excelling) [SD - 2.1, 2.2, 2.3]	**Effective Classroom Practice – Classroom Management** All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. (Excelling) [SD - 2.2]	**Educational Leadership – Performance management development** The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process. (Excelling) [SD - 1.1, 1.2, 1.3, 2.2]

Excellence in Learning	Excellence in Teaching	Excellence in leading
Wellbeing – Individual learning needs Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. (Sustaining and Growing) [SD - 2.1, 2.3]	**Data Skills and Use – Data Analysis** The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (Sustaining and Growing) [SD - 1.2, 1.3, 2.3]	**School Planning, implementation and reporting – Continuous improvement** The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. (Excelling) [SD - 1.1, 1.2, 2.2]
Wellbeing – Behaviour Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (Excelling) [SD - 2.2]	**Professional Standards – Improvement in Practice** The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (Excelling) [SD - 1, 2, 3, ALL]	**School Planning, implementation and reporting – School Plan** The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement. (Excelling) [SD - 1, 2, 3, ALL]
Curriculum – Teaching and Learning Programs Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (Excelling) [SD - 1.1, 1.2, 1.3, 3.2]	**Professional Standards – Literacy and numeracy focus** All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. (Excelling) [SD - 1.1, 1.2, 1.3, 2.1]	**School Resources – Facilities** The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. (Excelling) [SD - 1, 2, 3, ALL]
Assessment – Formative Assessment Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (Excelling) [SD - 1.2, 1.3]	**Learning and Development – Collaborative Practice and feedback** Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. (Sustaining and Growing) [SD - 1.1, 2.1]	**School Resources – Technology** Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems. (Excelling) [SD - 1.3]
Assessment – Student Engagement Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. (Sustaining and Growing) [SD - 1.2]		**Management practices and processes – Community satisfaction** The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community. (Excelling) [SD - 3.1, 3.2]
Student performance measures – Student Growth Students are aware of – and most are showing – expected growth on internal school progress and achievement data. (Excelling) [SD - 1.2]		