

Strategic Improvement Plan 2021-2024

Liverpool Girls High School 8176



School vision and context

School vision statement

Our School Vision ...

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 School 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 School Aims ... what the school will look like

- 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.

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 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 link with to provide quality learning experiences 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

School vision and context

School vision statement

- 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.

School context

to build on the outstanding reputation that the school has built since 1954.

Strategic Direction 1: Student growth and attainment

Purpose

Engage learners, providing them with authentic real learning experiences and a culture of improvement through evidence based approaches and practices to teaching and learning 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.

Improvement measures

Target year: 2022

Increase the proportion of students achieving at or exceeding expected growth in **numeracy** by at least 6.4%.

Target year: 2022

Increase in the proportion of students achieving or excelling in the top two bands in **numeracy** by at least 6.3%.

Target year: 2022

Increase in the proportion of students achieving or excelling expected growth in **reading** by at least 9%.

Target year: 2022

Increase in the proportion of students achieving or exceeding in the top two bands in **reading** by at least 5.8% .

Target year: 2023

Initiatives

High impact professional learning and development

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.

Action research and action learning

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.

Strategy development and implementation engaging students

Explore and implement a range of student focused strategies and models of practices that will engage, challenge and extend student learning achievement.

Success criteria for this strategic direction

- 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.

Evaluation plan for this strategic direction

- Best Start Year 7 data
- NAPLAN data
- HSC - SCOUT and RAP
- Minimum Standards data
- Stage 4 Renaissance Reading program data
- TTFM responses
- Student voice from focus groups
- SENTRAL N Warning letters reports
- Attendance data SENTRAL / EBS4 / SCOUT
- PBL data (SENTRAL)

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase in the number of students achieving or exceeding reaching in the top three **HSC bands** by at least 4.2%.

Target year: 2023

Proportionally contribute to the Liverpool Network target of increasing the number of **Aboriginal students** achieving their HSC, whilst maintaining their cultural identity, by 50%.

Evaluation plan for this strategic direction

- Participation data

Strategic Direction 2: Learning and wellbeing

Purpose

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.

Improvement measures

Target year: 2022

Increase in student **attendance** with movement at or above the state average by 4.3%.

Target year: 2022

Increase student **reported positive wellbeing** levels to at or above state average of 3.6%.

Initiatives

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.

High impact 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, strategies and practice.

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.

Success criteria for this strategic direction

- Detailed high impact professional learning plan that is responsive to the needs of teachers.
- A focused approach to professional learning in literacy, numeracy and wellbeing/behaviour management has been created and implemented.
- 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.
- Track all student's learning and respond.
- An attendance improvement strategy for both students and staff has been developed and implemented.
- Staff 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.

Evaluation plan for this strategic direction

- Best Start Year 7 data
- NAPLAN data
- HSC - SCOUT and RAP
- Minimum Standards data
- TTFM responses
- Student voice from focus groups

Evaluation plan for this strategic direction

- SENTRAL N Warning letters reports
- Attendance data SENTRAL / EBS4 / SCOUT
- PBL data (SENTRAL)
- Participation data

Strategic Direction 3: Learning connections

Purpose

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 them through authentic learning partnerships; and
- providing mentoring programs by adopting a holistic approach to ensure sustainable development in further education, workplace learning and engagement.

Improvement measures

Target year: 2024

Increase in the percentage of eligible students continuing to the end of Year 12 achieving HSC minimum standards to at least 95% of the cohort.

Target year: 2024

Increase in the percentage of school leavers participating in higher education, training or work.

Initiatives

Connected partnerships for learning

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.

Real life connections

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.

Success criteria for this strategic direction

- 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 partnership is identified each year as milestones to be achieved.
- Fulfilling of EPPP obligations and data returns.

Evaluation plan for this strategic direction

- 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