Liverpool Girls’ High School is a learning environment that sets high standards
Our school at a glance

Principal's message

When preparing for 2008 I asked staff to think of us as a 'high value-added school'. Our priorities in 2008 included measuring and monitoring targets and results, a continual search for improvement with high hopes and expectations, raising student and staff capability by helping all to learn and laying the foundations for future success, treating each girl and their learning as individuals, promoting excellence and pushing the boundaries for achievement and finally working together to value our school as a positive learning environment.

Working towards these priorities has resulted in the following achievements in 2008.

School-to-work celebrated success with learning that included ex-student school based careers expo, Year 12 Options Day and employment related skills a focus in classroom delivery across all subject areas.

Social Sciences in 2008 focused on learning beyond the classroom with learning seminars at the Sydney Aquarium, Blue Mountains, Wild Life Centre, IMAX, Thirroul, Napoleon Perdis, District and Supreme Courts. Increased engagement of students has been demonstrated by expanded information communication technology resources and practical use.

The library continued to improve services for both recreational readers and curriculum areas. Learning centred around Beijing Olympics, Sydney Writers Festival and Premier Reading Challenge. Girls sought learning support through access to State Library of NSW, Clickview and relevant Foxtel programs. The library inquiry service was upgraded allowing staff and students to access the library catalogue from all computers across the school thus checking availability of resources and links to web-sites and hyper-links to enhance research.

The language faculty also focused on ICT skills and the implementation of the new Year 12 HSC beginners courses in Spanish and French.

Vocational education promoted excellence with girls achieving regional awards in business services and entertainment. Our Virtual Enterprise now has two community sponsors Johnson Divers and McDonalds Family Restaurants and this faculty provided simulated work placement for information technology students.

High hopes and expectations were clearly reflected through the creative and performing arts faculty in 2008. Junior and senior students have been involved in Casula Powerhouse exhibitions, Sculpture by the Sea, Art Gallery of NSW and Museum of Contemporary Art exhibitions. Our link with Liverpool Hospital School was enhanced by the Art Therapy Project. We were very excited to win the Lights Camera Action Award and be part of the School Spectacular, Director's Choice and community presentation.

Belonging was a focus for the English faculty incorporating collaborative writing skills and technology into teaching practices. Experiences of English of junior and senior students incorporated the value of Debating, Public Speaking, State Wide Competitions and Theatre opportunities.

High achievement accolade should be given to a drama student who gained success in auditioning and being successful to take the leading role in a short Shakespearean film due for release in December.

Raising staff and student capability was definitely part of mathematics' achievement in 2008. An interactive classroom has been installed as well as effective Moodle use. World Maths Day was celebrated by the completion of on-line activities. Gifted and Talented mathematicians participated in a successful numeracy project with East Hills Girls' High School.

Measuring and monitoring students' fitness has been evident in the PD/Health/PE Faculty in 2008 particularly with participation in Premier's Sporting Challenge, the introduction of pedometer use for classroom and leisure. Success was also achieved in Sydney South Western Dance Festival, knockout competitions, zone and regional carnivals.

Pushing the boundaries for achievement was demonstrated by science with the continual search for innovative teaching practices incorporating hands on real life scientific experiences at Tidbinbilla – space exploration,

Technology and applied studies faculty monitored and measured existing teaching programs and involved staff and students in a quality teaching project.

History’s quality planning has demonstrated high hopes. This is reflected by excellent School Certificate results. History enhanced learning by excursions to the Ice Man exhibition, Jewish Museum, Sydney Opera House, Chinese Gardens and dramatic performances that challenged perceptions of World War I and the Vietnam War.

Learning support in 2008 worked closely with district support to evaluate pedagogy that translates into teaching practices. Each student, assessed individually, has based on their needs, been involved in our ESL, learning assistance and transition programs.

2008 has indeed been a strong learning year. I would like to thank the many stakeholders that made this school a learning environment that sets high standards.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mrs Kym Orman

Student representative's message

The Student Leadership Council (SLC) at Liverpool Girls' High School has had yet another successful year in 2008. Our focus for the year was to represent fellow peers in an exemplary manner, fundraise for the school, participate in community initiatives and improve school life.

Throughout 2008, SLC members comprising of 24 students (Years 7-11) have participated and assisted in numerous school events and represented the school on various occasions.

 Members of the SLC and Year 12 Forum represented Liverpool Girls’ High School at interdistrict meetings where one of our students was elected Chairperson of Interdistrict SRC for 2008.

SLC members also attended the RAP conference, state SRC camp, national leadership camp, state SRC conference and UNICEF junior round table discussion.

Leadership, team building, communication and presentation skills were enhanced through participation at the public speaking training and development program and SLC camp at Teen Ranch, Cobbitty.

Throughout 2008 the SLC participated in school events such as community and family partnership meetings, school assemblies, careers fair, parent teacher nights, orientation day for Year 6 and presentation day.

The SLC has worked tirelessly in 2008 with many community groups including UNICEF Foundation, Shelter Box Australia, Legacy Week Badge Appeal, Cancer Council’s Daffodil Day and Red Day for cystic fibrosis research.

2008 was a successful and rewarding year for the SLC and we look forward to working towards our goals in 2009.

Yogeshni Chand & Eden Russillo

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

The school population for 2008 numbered 1034, which was consistent with previous years. Student enrolments included Year 7 198, Year 8 172, Year 9 177, Year 10 165, Year 11 168 and Year 12 154. Of these students 83% were from a non-English speaking background. The major groups represented are Middle Eastern, Eastern European, Pacific Islander and South-East Asian.

The school has a mobility rate of approximately 10%.

Enrolment and Registration Number (ERN) is now used to ensure all accurate details of students are in place and for ease when students transfer between schools.

Student attendance profile

Data gathered over the past four years continues to indicate that school attendance rates for Years 7-10 have exceeded the state average. In 2008 Years 11 and 12 attendance rates also exceeded the state average.

Student attendance has continued to be a focus area for the school in 2008, linking with successful learning outcomes for our students. The school places a strong focus on tracking student attendance. Strategies to monitor and improve attendance rates include regular telephone calls to parents, letters and follow-up interviews.
Monitoring by roll call teachers, head teachers and the head teacher administration ensures a proactive response to potential problems. To promote excellent attendance those students with 100% attendance are recognised at school assemblies and participate in reward outings. In 2008 there were two attendance challenges with roll classes competing for the best attendance over four weeks. Regional attendance awards for students with outstanding attendance were presented to students at the end of the year. Improving student attendance will continue to be a target in 2009.

Retention to Year 12

The school’s ability to cater for the learning needs of all students in the senior years is clearly evident in the continuing high retention rates between 2003-2008. The school continues to record a ‘staying-on’ rate of 20% greater than the state and local school education group.

Post-school destinations

A survey was conducted in early 2009 to track the destinations of the 2008 HSC students. Presented below is a table of information regarding students intention to pursue tertiary or vocational study and/or seek employment.

<table>
<thead>
<tr>
<th>Destination</th>
<th>% of HSC students</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>40</td>
</tr>
<tr>
<td>TAFE &amp; private colleges</td>
<td>34.5</td>
</tr>
<tr>
<td>Full time employment</td>
<td>12</td>
</tr>
<tr>
<td>Part time employment</td>
<td>18</td>
</tr>
<tr>
<td>Destination unknown</td>
<td>3.5</td>
</tr>
<tr>
<td>Travel</td>
<td>2</td>
</tr>
</tbody>
</table>

The School to Work program was highly rated by the students and in particular they appreciated individual interviews with the careers adviser, the in-school careers market and the post school options day which assisted them with decisions regarding appropriate pathways. The School to Work program was supported by a tied grant of $4942.16 which assisted programs Years 7-12.

Survey and discussion results have indicated that many of our girls are the first in their family to pursue a tertiary career following completion of their HSC. A number of students continue to take advantage of the industry curriculum framework accreditation attained at school by pursuing the same course at TAFE.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

In 2008 the teaching establishment numbered 69.2 with 12.1 school administrative and support staff.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers Faculty</td>
<td>8</td>
</tr>
<tr>
<td>Head Teacher Administration</td>
<td>2</td>
</tr>
<tr>
<td>Head Teacher Female Students</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>59.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>ESL Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Counsellor</td>
<td>2</td>
</tr>
</tbody>
</table>

Staff retention

The retention rate of staff was 94.5% with one teacher retiring, one teacher taking leave from teaching and two teachers being promoted to positions in other schools.

Approximately 70% of staff have been at the school for more than six years, this stability has added to seamless teaching and learning.

Staff attendance

Staff have access to leave entitlements such as sick leave, family and community leave and long service leave.

In 2008 the average daily attendance rate for staff was 95% which is similar to the rate of past years. All staff can apply for leave using the DET Intranet, Employee Self Services facility.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teachers’ qualifications are presented in the table below:

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>14</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Date of financial summary: 30/11/2008

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>607,410.74</td>
</tr>
<tr>
<td>Global funds</td>
<td>516,599.82</td>
</tr>
<tr>
<td>Tied funds</td>
<td>150,210.79</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>355,025.70</td>
</tr>
<tr>
<td>Interest</td>
<td>42,951.28</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>35,903.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1,708,102.18</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>141,217.12</td>
</tr>
<tr>
<td>Excursions</td>
<td>60,413.08</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>150,346.60</td>
</tr>
<tr>
<td>Library</td>
<td>12,364.42</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>640.01</td>
</tr>
<tr>
<td>Tied funds</td>
<td>238,638.02</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>43,395.72</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>224,545.12</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>60,835.02</td>
</tr>
<tr>
<td>Maintenance</td>
<td>104,353.70</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>37,643.77</td>
</tr>
<tr>
<td>Capital programs</td>
<td>72,806.01</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1,147,198.59</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>560,903.59</strong></td>
</tr>
</tbody>
</table>

Funds have been retained towards the installation of a commercial kitchen, completion of playground upgrade and ongoing technology requirements.

The school has a lease agreement for canteen services with Made Fresh with annual return of approximately $40,000.00.

A full copy of the school’s 2008 financial statement is tabled at community meetings. Further details concerning the statement can be obtained by contacting the school.

**School performance 2008**

**Academic**

In the National Assessment Program Literacy and Numeracy (NAPLAN), results across Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 7: Achieved from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: Achieved from Band 5 (lowest) to Band 10 (highest for Year 9).

### Literacy – NAPLAN Year 7

<table>
<thead>
<tr>
<th>Average mark, 2008</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>547.7</td>
<td>520.8</td>
<td>549.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in band 2008</td>
</tr>
<tr>
<td>Percentage in band 2008</td>
</tr>
<tr>
<td>LSG average 2008</td>
</tr>
<tr>
<td>State average 2008</td>
</tr>
</tbody>
</table>

In Year 7 NAPLAN spelling, (as indicated in the above graph) 16 students received a mark in the highest band 9. The average mark for the school was 547.7 compared with 549.5 for the State.

In Year 7 NAPLAN grammar and punctuation 9 students received a mark in the highest band 9.

In Year 7 NAPLAN reading, four students received mark in the highest band 9.

In NAPLAN writing, 13 students received a mark in the highest band 9.

In NAPLAN numeracy, nine students received a mark in the highest band 9.

### Literacy – NAPLAN Year 9

<table>
<thead>
<tr>
<th>Average mark, 2008</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>580.4</td>
<td>559.1</td>
<td>586.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in band 2008</td>
</tr>
<tr>
<td>Percentage in band 2008</td>
</tr>
<tr>
<td>LSG average 2008</td>
</tr>
<tr>
<td>State average 2008</td>
</tr>
</tbody>
</table>

In Year 9 NAPLAN spelling (as indicated in the above graph) the percentage of students who achieved a mark in the highest band exceeded the state average.

In Year 9 NAPLAN grammar and punctuation, the average mark for students at the school was 562.9 and for the state 578.9.

In Year 9 NAPLAN reading two students received a mark in the highest band 10.

In Year 9 NAPLAN writing eight students received a mark in the highest band 10.

In Year 9 NAPLAN numeracy, 11 students received a mark in the highest band 10.

### School Certificate


- English results indicated that 61% of students achieved Band 4 or above with 1 student scoring Band 6.
- Mathematics results indicated that 26% of students achieved Band 4 or above with 1 student scoring Band 6.
Science results showed that 26% of students achieved a Band 4 or above with 1 student scoring Band 6.

Australian history, civics and citizenship results indicated that 54% of students achieved a Band 4 or above with 6 students scoring Band 6.

Australian geography, civics and citizenship results showed that 48% of students achieved Band 4 or above with 7 students achieving a Band 6.

The computer skills results indicated that 97.7% of students were competent or highly competent. 19 students received a mark over 90 in the computing skills test.

Higher School Certificate

In 2008, 150 students sat for the HSC choosing from a broad selection of 36 courses including 5 Vocational Education and Training courses. Student performance was reported in Achievement Bands 1-6 (Band 6 identifying highest achievement) as well as a mark/100.

Girls achieved some excellent results including 25 Band 6’s and a further 123 Band 5’s. This was a significant increase in the number of band 6’s from 2007.

Individual subject notable performances included:

• Advanced English – of the 53 students, 2 scored Band 6, 14 scored Band 5 and 31 scoring Band 4, indicating 89% of students scoring Band 4 or higher.

• In business studies 2 students scored Band 6 with a further 4 students scoring Band 5.

• In extension II English 100% of the students scored E4 compared with 30% across the State.

• In design and technology, of the 12 students, 9 students scored Band 4 or higher.

• Legal studies results were strong with 43 students scoring Band 4 or above. This included 13 Band 5 and 6 Band 6.

• In visual arts, all 20 students scored Band 4 or above.

• In textiles and design 91% of students scored Band 4 or above compared with 79% across the State.

• Italian beginners results were once again strong with 100% of the 46 students scoring Band 4 or over. Two students scoring Band 6 and another student scored Band 5.

• In Spanish beginners 4 students scored Band 4 or above. One student scored Band 6 with a further 2 students scoring Band 5.

Analysis of HSC results indicate that French beginners, design and technology, English advanced and standard, English Extension II, Spanish beginners, visual arts, retail operations, textiles and design, legal studies, information processes and technology and visual arts achieve course average results above or near to state average. Of the students who sat for the 2008 HSC 80% students selected courses leading to the award of the University Admission Index.

Our analysis revealed that many of our subjects recorded above average scores with overall results continuing to improve with our best ever result of 12 subjects achieving a Band 6 and the majority of subjects showing an improvement from the previous year.

Staff continue to make valuable use of the Board of Studies HSC standards packages to provide students with guidance and explicit understandings of HSC expectations and use Moodle so students can gain access to extension work from home.

Use of school diaries, glossaries, annotated work samples, uniform assessment structures across Years 7-12 all aid exam performance along with a continuing emphasis on essay writing, study skills and exam preparation common to all HSC subjects.

A specialised HSC preparation course is compulsory for our students in Years 11 and 12. Weekly lessons based on study habits, diligence, responsibility, goal setting, study techniques, note taking, time management, examination preparation, memory functions and capabilities assist girls to reach for their personal best.

Students who achieved high results in the 2008 HSC returned to school at the commencement of 2009 and shared their experiences with senior students and much positive dialogue occurred.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 7 and 9.

The performance of the students in our school in the NAPLAN is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008
### Significant programs and initiatives

#### Aboriginal education

In 2008 Liverpool Girls’ High School maintained its commitment to ensuring Aboriginal students are supported in their learning and that all students have an understanding and appreciation of Aboriginal history and culture.

All curriculum syllabuses incorporate mandatory Aboriginal perspectives. Depth study of historical and contemporary Aboriginal issues are provided in specific subjects including history, English, legal studies, community and family studies, visual arts and dance.

In March the school acknowledged Sorry Day where all students had the opportunity to see the broadcast of the Prime Minister’s speech and discuss issues about the stolen generation. Aboriginal girls shared morning tea with staff members on this significant occasion.

A staff member was allocated to assist Aboriginal girls with a range of issues related to their learning. In particular developed individual education plans based on data from school external sources. Two Aboriginal students in Year 8 were members of the e-learning class established for gifted and talented students. A Year 10 Aboriginal student received the highest mark for the school certificate English literary exam.

Leadership opportunities are provided for Aboriginal students including one student being a member of the SLC and students from stage 5 have taken the responsibility for Welcome to Country at school assemblies, community meetings and family partnership forums.

Aboriginal students attended a week long camp learning about health professions. The Aboriginal students also assist staff during the vaccination program at school.

Years 7 and 10 students participated in the beyond the frame workshops at the Liverpool Regional Museum. The students were able to meet two local Aboriginal artists and discuss their work with them.

All Year 7 students in 2008 participated in an incursion with a local Aboriginal artist. They produced an aboriginal artwork which all students contributed to.

Staff participated in Aboriginal education conferences and the school continues membership to the Dare to Lead coalition accessing resources and professional reading materials.

#### Multicultural education

Liverpool Girls’ High School has a student population from a diverse range of cultural backgrounds. This has increased steadily over recent years and in 2008, 83% of students had a language background other than English. Fifty four different languages are spoken at home. Arabic, Serbian, Vietnamese and Hindi background students remain our largest non-English speaking cultural groups. The cultural diversity of our school is recognised and celebrated.

Aspects of multicultural education are evident in all subject programs across the school. Classroom practices and activities encourage cultural understanding and an appreciation of cultural differences.

English as a Second Language (ESL) specialist teachers and learning support staff worked with non-English speaking background students with literacy needs and support newly arrived immigrants and refugees with intensive literacy training. An ESL/multicultural consultant worked extensively with ESL staff to develop strategies and refine practices to improve outcomes for students.
In 2008, Year 7 students studied French, Italian and Spanish in Year 7 and Year 8 students study one of those languages for 100 hours. Some students elect to study these languages through to the HSC. Students completed French beginners and Spanish beginners to the HSC level at school. One student studied language at the Open High School. She completed Japanese beginners at HSC level. A number of students study their background language through the Saturday School of Community Languages. In 2008 students completed the HSC in Arabic continuers, Arabic extension, Chinese background speakers, Macedonian continuers, Serbian continuers, Turkish continuers and Vietnamese continuers. One student was placed third in the state in Macedonian continuers in the HSC.

The school continues to implement anti-racism programs. Harmony Day is a successful annual school event that focuses on celebrating inclusivity and multiculturalism with an emphasis on experiencing the dance, food, music and crafts of the many cultures represented within the school community. An African drum group entertained and conducted workshops with students. A Cultural Exchange grant from the Department of Education and Training enabled links to be developed with Cobar High School. In 2008 three teachers and 19 students visited Cobar High School and participated in a range of educational and cultural activities.

The school has also employed a bilingual teachers aide who develops senior resources and assists with developing links with the community.

Delegations of Chinese teachers visited the school and participated in classroom visits. Students of Chinese background assisted in these visits by acting as guides and translators/interpreters.

Multicultural perspectives have been further enhanced through continuing participation in the Rotary Club student exchange program. A student from Switzerland enjoyed an extended time studying at Liverpool Girls’ High School in 2008. The school also hosts international students and the number has been steadily increasing. In 2008 there were 13 students from China and Vietnam who were studying at the school.

Respect and responsibility

The school’s commitment to values education, and in particular respect and responsibility is evident in school programs and practices and is regularly presented by the Principal and Deputy Principal’s at weekly school assemblies. The school code of conduct is displayed in classrooms and copies issued to students through a handbook.

Evidence of students’ commitment to respect and responsibility, harmony and tolerance can be clearly seen in the powerpoint presentation continually screened in the school foyer, the articles published in the GLIDES magazine and in students’ participation in a range of community activities.

In 2008 students participated in the Intravarsity Summit on Australia’s Role in Ending Extreme Poverty (ISAREEP), a national summit bringing together students from universities and secondary schools across Australia to discuss global poverty eradication.

Students in Year 11 participated in the youth driver safety program which provided free driving lessons with a qualified driving instructor to students with a learner’s permit. 65 Year 11 students participated in the road safety youth forum sponsored by Westmead Hospital and NRMA motoring and services. The forum enhanced students’ awareness and understanding of road safety and their responsibilities as community members.

SLC students from Years 8, 9 and 10 attended the ANZAC commemoration service at Hyde Park, Sydney. Girls were given the opportunity to listen to guest speakers who discussed their experiences of war.

Participation in community service is encouraged and in 2008 students were involved in volunteer programs at a number of community venues including Liverpool Hospital, local pre-schools and aged care centres.

A number of students over the age of 16 were involved in blood donation through the Liverpool branch of the Australian Red Cross.

A knitting club was established at school with staff and students knitting squares which were made into rugs and donated to Liverpool Hospital.

Sixteen students from Years 7-11 were selected to represent the school in the combined choir at the 25th anniversary of the school spectacular at the Sydney Entertainment Centre.

Progress on 2008 targets

Target 1

97% of Year 7 students will achieve the minimum standard of literacy, 84% of Year 7 students will achieve the proficient standard in literacy.

Our achievements include:

- A comprehensive program where girls undertook tutoring in reading, writing, spelling, punctuation and grammar. This resulted in 97% at or above the minimum standard in literacy.
• Gifted and talented focus for Year 7E. This resulted in NAPLAN results where students achieved 25% above the state average in the top band. Average growth for literacy in the state was 42.9 for 7E 48.6, for numeracy the state was 58.6 for 7E 69.9.

• Successful school certificate preparation days where students translated classroom learning and specific skills from these days into school certificate results including 16 band 6s and 18 students achieving a mark over 90 in their computing skills test.

• Revamping and consolidation of the HSC preparation program including the language of exam technique, planning and organising, informing and reading for meaning. This program assisted in students achieving quality results in the HSC particularly the substantial increase in band 6. See HSC results page 6 of this report.

**Target 2**
97% of Year 7 students will achieve the minimum standard of numeracy, 62% of Year 7 students will achieve the proficient standard in literacy.

Our achievements include:

• A comprehensive program where girls undertook tutoring in number, patterns and algebra, measurement and data, and space and geometry. This resulted in 96% of student at or above the minimum standard in numeracy.

• Initial meetings of a cross-curriculum numeracy team which aims at completing a whole school audit of subject numeracy skills.

• The establishment of streamed groupings allowed ease of timetabling and particularly related to STLA and ESL support. This resulted in improved NAPLAN achievements.

• The implementation of numeracy booklets in stage 4 roll call.

• The implementation of workshops where students undertook sample questions related to NAPLAN that were marked and analysed. This results in improved NAPLAN results for Year 9.

• Ongoing after school mathematics tutoring class attended by girls from years 7-12.

**Target 3**
Implement systems and practices that specifically target the improvement of student attendance by 3%.

Our achievements include:

• Above state average attendance rates 7-12 see attendance profile page 3 of this report.

• Five week attendance monitoring in classroom program was a success and will continue in 2009.

• Ongoing intervention by the HSLO for individual students who have irregular attendance patterns.

• Attendance challenges where girls were actively involved in and enjoyed the competition between roll classes. This will continue in 2009.

• Presentation of regional attendance awards to a substantial number of students 7-12.

**Target 4**
100% stage 5 and 6 students will have the opportunity to articulate career and transition plans through a whole school approach, embedding vocational learning into all curriculum progress.

Our achievements include:

• A school development day focusing on greater understanding by staff of the school to work ethos.

• Monitoring of faculty plans that ensured school to work strategies in all subject areas.

• Presentations by ex-students, local employees, work experience and careers market programs that assisted girls with making informed choices see post school destinations page 4 of this report.

**Key evaluations**
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of:

**Educational and management practice**

**Background**
As part of an ongoing commitment to the application of online learning and expansion of
information technology at Liverpool Girls’ High School a Virtual Learning Interactive Environment called Moodle has been implemented. This technology provides powerful, flexible and engaging experience where teachers and students can interact with each other through live chats, forums and online workshops.

Findings and conclusions
Teachers have uploaded assessment tasks, lesson notes, revision activities and exemplar work or models. Girls have uploaded assessment tasks online and received immediate feedback from their teachers. This technology initiative has expanded the use of inquiry based learning, critical thinking and informed decision making into the curriculum. 100% of teachers use Moodle to access administration matters and 80% use Moodle regularly in their classroom practice. All students have accessed Moodle. There has been an increase in girls’ motivation, engagement and ownership of their learning.

Future directions
- Increase the link established between home, school and the wider environment.
- Increase the opportunity for girls to keep up-to-date with their learning especially if they are overseas.
- Provide more opportunities to communicate with students from other schools especially in relation to cultural exchanges and an expansion of the gifted and talented enquiry project.
- Increase in the number 90% of teachers using Moodle to enhance teaching and learning outcomes.

Curriculum

Background
In term 1 a review of learning support was undertaken to ascertain the effectiveness of existing programs and practices in supporting the needs of students. In particular the review focused on teaching and learning programs, teaching practices including team teaching, student withdrawal from classroom practice and survey data.

Findings and conclusions
The new head teacher, the multicultural education consultant and staff analysed current practices and as a result:
- The staffroom was remodelled to incorporate a learning lab with 12 computers linked to the internet.
- Voice recognition software was purchased to enhance computer literacy for ESL students and those with learning difficulties.
- Two tutorial rooms were created to accommodate withdrawal of students for intensive literacy programs.
- Processes for the completion of ESL survey were amended with the result an increased 0.4 staff increase for 2009.
- The district students with learning difficulties consultant assisted with the data analysis of NAPLAN results that enabled more effective planning of teaching strategies.
- Resources were provided to each KLA to assist with the revision of identified language and grammar weaknesses highlighted by the NAPLAN results.

Future directions
- Teaching programs in the faculty will be supported with the addition of a SMART board and data projector. Additional computer software will be purchased to improve the literacy and engagement of students.
- The allocation of ESL support will be revised in 2009 to maximise teacher support.
- ESL homework club to be established to support targeted ESL students with a target of 90% student participation.
- 50% increase in staff professional learning to improve support for students with ESL and learning difficulties.

Professional learning
Professional learning is a high priority identified within the school plan and addresses all DET priority areas. During 2008 all school staff both teaching and ancillary actively participated in professional learning activities. A total of 553 days were spent on professional learning activities with an average of $730 per staff member.

School development days focused on development of staff knowledge and understanding of the 2008 targets with faculty workshop sessions providing time for collegial discussion of appropriate strategies for implementation as well as on going evaluation. Of particular emphasis was upskilling staff on NAPLAN. Significant time was also allocated for staff to familiarise themselves with and develop skills and capabilities with the school’s new reporting system, Moodle and ERN.
Executive development each term provided opportunities for staff training, in girls education; board of studies examination processes, analysis of NAPLAN, HSC and SC data and workshops to discuss school priorities, targets and directions.

Leadership capabilities of a number of members of staff were enhanced through 2008 due to opportunities to relieve at higher levels for extended periods of time resulting from two executive members being seconded to or taking up positions with Liverpool School Education Group. Professional learning targeting career development enabled two staff members to successfully obtain promotional positions in other schools through merit selection.

A reflection of staff commitment and dedication is the large number of staff delivering in-school professional learning to colleagues throughout the year through presentations, executive, staff and faculty meetings and reflections published in the weekly staff newsletter.

Four members of the school administration support staff completed the Certificate III Education Support (Administration and IT). The science assistant participated in the two day science assistant conference held at St Marys. A significant amount of professional learning for administration staff was the school based reporting system and the Enrolment and Registration Number system (ERN).

School development 2009 – 2011

A 2009-2011 plan has been developed with school priority areas of teaching and learning, student engagement and retention, Aboriginal education and training and quality teaching and teacher professional learning.

Targets for 2009

Target 1

100% of Year 7 students will achieve at or above the minimum standard in Numeracy. 6% of students achieving in the highest band in NAPLAN numeracy.

Strategies to achieve this target include:

- Use of Moodle to provide practice tests for students.
- Staff team participate in Regional Numeracy Workshops.

Our success will be measured by:

- Improved performance in NAP Numeracy by 5%.
- 100% of Year 7 students using Moodle to complete numeracy activities related to NAPLAN.
- Effective operation of numeracy team demonstrated by knowledge, skills and understandings in classroom activities.

Target 2

- Implement systems and practices that increase student attendance by 2%.

Strategies to achieve this target include:

- Continue the five-weekly attendance monitoring by classroom teachers to identify poor attenders in particular subjects.
- Attendance expectations communicated with parents in GLIDES (the family newsletter).
- Continuation of the attendance challenge between roll classes.
- Home school liaison officer assembly communication with students on attendance expectations. Home visits by HSLO on targeted students.
- Assemblies that congratulate 100% attendance. Held once per term.

Our success will be measured by:

- Monitoring processes that track, monitor, alert and encourage good attendance practices.
- 50% reduction in unexplained absences monitored by roll call and class teachers.
- 10% increase in the number of students receiving attendance awards.

Target 3

100% of Aboriginal students achieving at or above the minimum standard in NAPLAN literacy and numeracy.

Strategies to achieve this target include:

- Effective use of SMART data to analyse Aboriginal student achievement and identify areas for development for each student.
• Creation of personalised learning plans for Aboriginal students.
• “My Place” by an Aboriginal author used by all Year 7 students as a focus book to improve literacy and numeracy skills.
• Tutoring program developed for mathematics.

Our success will be measured by:
• Analysis of SMART data indicates strengths and weaknesses for Aboriginal students and program developed and implemented based on identified needs.
• Personalised learning plans developed for each Aboriginal student.
• All Year 7 students complete the program developed on the book “My Place”.
• In-school tutoring program for numeracy implemented.

Target 4
100% of students receiving Band 2 or above in HSC and SC examinations.

Strategies to achieve this target include:
• Community of school focus on improved learning outcomes for students.
• Implementation of preparation program to better prepare Years 9 and 10 students for the ICT school certificate test.
• Revised senior school preparation program for Year 10 students.
• Analysis of SMART and RAP data to identify areas for development in each faculty.
• Monitoring of all students in subject selections.

Our success will be measured by
• Successful school development day, executive conferences and networking with community schools.
• Explicit teaching of ICT skills in designated timetabled periods.
• Performance in HSC and SC testing as reflected in data analysis.
• Positive evaluations from students and staff on the senior school preparation program.
• More informed choices by students resulting in 20% less subject changes.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: