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

Messages

Principal's message

Liverpool Girls’ High School is a single sex comprehensive high school that was established in 1954. It has a proud tradition of educating local girls in an environment that sets high standards and where students achieve to the very best of their ability. This is evident in the excellent results achieved by the students during 2009 culminating in a prestigious Director General's award for textual literacy. The school also received two regional awards for 'school of excellence', one in Aboriginal education and the other for ESL/ESOL education. Congratulations to the staff, students and the school community for all the hard work and dedication that have resulted in these important awards and excellent results.

Each faculty has worked hard to ensure that the girls are provided with many new learning experiences and the opportunity to achieve their personal best. Some of the faculty and student achievements are highlighted in this report.

The philosophy firmly embedded in school culture is a school community that is committed to achieving set goals, working together, continually searching for improvement and encouraging new initiatives and ideas. Our learning programs reflect the capacity for girls to understand and manage continual change in a world that is forever transforming. Our students are empowered to take their place in society as young women who are leaders in their chosen fields of endeavour.

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.

David Hargrave

Student representative's message

School Leadership within Liverpool Girls’ High School, is a vital area within our school learning community, which has definitely gained prominence each and every year that it has been part of our learning environment. As such, the central leadership groups within our school, namely the Student Leadership Council (SLC) and the Student Forum have strived to ensure that all concerns are raised and addressed adequately. This guarantees that all needs are met with dedication and commitment to serving their fellow students, to the best of their ability.

The focus of the SLC and the Forum however, is not only constrained to representing their fellow peers but also a wide range of initiatives, including fundraising for the school, community participation and overall improvements in school life.

Throughout 2009, SLC members comprising of students from Year 7 to 12 have taken part in numerous school and community events, representing Liverpool Girls’ High School in an exemplary manner. The SLC has taken part in array of events, including the global food crisis, supported by UNICEF, district SRC meetings, Harmony Day, Legacy Week, Stewart House, family partnership meetings, careers fairs, parent teacher nights, orientation day and cystic fibrosis fundraising as part of Liverpool’s Got Talent.

Leadership, team building, communication and presentation skills were further consolidated through participation in public speaking training and development as well as the SLC camp.

Furthermore, the Forum has also played a vital role within the school environment, especially in terms of meeting the needs of Year 12. Such responsibilities include research, planning and finalising the important areas of organising the Year 12 jersey, the year book and the formal. The Forum has also been fortunate to take part in numerous school and community events including orientation day, presentation day, Year 10
graduation, Year 12 graduation, SASS recognition week and the Jesse Street National Women’s Library luncheon and the Quota Women’s Day breakfast.

Rania Haddad, School Captain

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 2009 numbered 1055 which was small increase compared with previous years. Student enrolments included:

- Year 7 – 186,
- Year 8 – 204,
- Year 9 – 167,
- Year 10 – 167,
- Year 11 – 175 and
- Year 12 – 156,

Of these 86% were from non-English speaking backgrounds. The major cultural 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 used to ensure all accurate details of students are in place and for ease when students transfer between schools.

Student Population Patterns over the last five years.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>1014</td>
<td>1018</td>
<td>1001</td>
<td>1027</td>
<td>1055</td>
</tr>
</tbody>
</table>

Data gathered over the past four years indicates school attendance rates for Years 7-10 have exceeded the state average. In 2009, Year 11 rates also exceeded the state average and Year 12 attendance rates were slightly below state average.

Management of non-attendance

Strategies to manage non-attendance include:

- attendance expectations communicated with parents in Glides (the family newsletter);
- regular telephone contact with parents to check on student absences;
- five-weekly attendance monitoring by classroom teachers to identify poor attendances in particular subjects;
• student and parent interviews for students with attendance concerns. Attendance monitoring cards issued to targeted students;
• home school liaison officer communicates regularly at school assemblies on attendance expectations; and
• home visits by home school liaison officer on targeted students.

Programs designed to improve student attendance include;
• attendance challenge between roll classes;
• assemblies that congratulate 100% attendance; and
• School Education Director awards for attendance at Presentation Day.

Retention to Year 12

<table>
<thead>
<tr>
<th>Destination</th>
<th>% of HSC students</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>72%</td>
</tr>
<tr>
<td>TAFE &amp; private colleges</td>
<td>21%</td>
</tr>
<tr>
<td>Full-time employment</td>
<td>2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5%</td>
</tr>
</tbody>
</table>

The school to work program was highly rated by the students and in particular they appreciated the individual interview with the careers adviser, the in-school careers market and the post school options day which assisted them with decisions regarding appropriate pathways. Other careers events as part of the stage 6 school to work program in 2009 included: Launching into Year 12 day, Year 2008 high achievers’ presentation and forum, presentation to parents of Year 12 by Board of Studies, planning and applying for courses forum, and Year 12 stress management day. The school to work program was supported by a tied grant of $5079.82 which assisted programs 7-12.

Survey and discussion results continue to indicate that many of our girls are the first in their family to pursue a tertiary career following completion of their HSC.

Of the eight international students who completed their HSC in 2009 all gained places for study at Australian Universities in 2010.

Year 12 students undertaking vocational or trade training

Twenty-eight percent of Year 12 students completed a vocational education subject for the HSC. The 40 students studied either business services, hospitality, entertainment industry, retail or information technology. Only one student studied two vocational education subjects.

Year 12 students attaining HSC or equivalent vocational educational qualification

One hundred percent of Year 12 students obtained a HSC in 2009.

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

The school had 82.8 teaching positions allocated in 2009. This included three senior executive, eleven executive and 61 classroom teachers, and 7.8 specialist teachers. The teaching staff were supported by 12.5 school administrative support staff. The school workforce does not include indigenous representation.

Post-school destinations

A survey was conducted in early 2010 to track the destinations of the 2009 HSC students. Presented below is a table of information regarding students intention to pursue tertiary or vocational study and/or seek employment.

The number of students pursuing tertiary studies at university has increased significantly in 2009 to 72% from 40% in 2008.
### Position and Number of 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</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>61</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>Teacher of ESL</td>
<td>3.4</td>
</tr>
<tr>
<td>Career Adviser</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>95.3</td>
</tr>
</tbody>
</table>

### Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>82</td>
</tr>
<tr>
<td>Postgraduate Degrees</td>
<td>18</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.

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>560,903.59</td>
</tr>
<tr>
<td>Global funds</td>
<td>526,736.75</td>
</tr>
<tr>
<td>Tied funds</td>
<td>423,372.50</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>418,361.24</td>
</tr>
<tr>
<td>Interest</td>
<td>29,381.39</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>135,688.86</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,972,324.33</td>
</tr>
</tbody>
</table>

### Expenditure

#### Teaching & Learning
- Key learning areas: 166,284.78
- Excursions: 55,632.81
- Extracurricular dissections: 178,019.44

#### Library
- 9,426.82

#### Training & development
- 20,119.37

#### Tied funds
- 357,263.45

#### Casual relief teachers
- 75,424.44

#### Administration & office
- 257,603.20

#### School-operated canteen
- 191,645.64

#### Utilities
- 72,127.66

#### Maintenance
- 71,444.99

#### Trust accounts
- 23,978.19

#### Capital programs
- 191,645.64

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1,478,970.79</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>493,353.54</td>
</tr>
</tbody>
</table>

Funds have been retained for administration computer upgrade, completion of commercial kitchen and ongoing technology requirements.

The school has a lease agreement for canteen services with Made Fresh with annual return of approximately $45,000.

A full copy of the school's 2009 financial statement is tabled at the Community Meeting in Term 2. Further details concerning the statement can be obtained by contacting the school.

### School Performance 2009

#### Achievements

**Arts**

- Year 7 visual arts students created 150 canvas paintings inspired by Aboriginal work that won the Milperra secondary student prize at the Casula Powerhouse Museum.

- Three Year 10 students and a Year 8 student had their artworks displayed in the Art Exhibition that preceded the South Western Sydney Region Director's Choice Awards. The works were in the areas of Ceramics and Digital Media.

- Year 7 students attended a workshop run by local Aboriginal artist Steven Barton in which they learnt about the artist, discussed his work and completed their own artworks related to the artist's work.

- The annual junior and senior soirees showcasing the students' diverse musical, artistic and dramatic abilities were highly successful.

- Music students performed at school events such as the Director-General's visit, Family Partnership meetings, Year 10 Graduation, Year 12 Graduation, School Presentation Day, as well as regular assemblies.

- Year 9 students were sponsored by the Sculpture by the Sea committee to attend the exhibition and participate in sculpture workshops.
• Visual arts students kept up to date with contemporary art with excursions to the Museum of Contemporary Art, Art Gallery of NSW and the Archibald exhibition.

• Four students were selected for the ARTSMART workshop and four students for the Hot House workshop.

• Two senior students were selected for the prestigious National Art School workshops.

• Two Year 11 students attended the Dobell Drawing course at the National Art School.

• Music students played a key role in the school ANZAC ceremony.

• Two students represented the school at the ‘Bring it on School Idol’ performance.

• The school choir performed in the combined choir segment of Schools Spectacular Reaching Out.

• A Year 10 student was selected for the South Western Sydney Talent Identification Program vocal workshop.

• Music and dance students performed superbly in the annual Liverpool’s Got Talent concert.

• Dance students performed at Harmony Day, Multifest and the senior and junior soiree.

• A group of students performed Hip Hop at the Youth Week Festival at Fairfield.

• Two students were selected for the Regional Dance Company for School Spectacular.

• Polynesian girls performed cultural dances at a special assembly attended by Granville Boys High who also performed.

• Music students attended an excursion to Encore at the Opera House.

• A Year 11 student had one of her artworks chosen by the Multicultural programs Unit of the Department of Education and Training and placed in the Calendar for Cultural Diversity 2010 and used on the Department of Education and Training website.

• A Year 12 student featured in an episode of My Family Feast on Maandan food and culture on SBS television.

• A Year 8 student was selected for a role in a television series based on the award winning book by Nadia Wheatley and Donna Rawlins called My Place.

**Sport**

• Students participated in the LGHS Swimming, Cross Country and Athletics Carnivals.

• Students represented LGHS at the Edmondson Zone Swimming Carnival.

• Students represented LGHS at the Edmondson Zone Cross Country Carnival.

• Students represented LGHS at the Edmondson Zone Athletics Carnival.

• LGHS entered Knockout Competitions in Netball, Basketball, Touch Football, Volleyball and Softball. The Basketball team reached the Regional final.

• A senior student was the National Champion in karate for her age group and represented Australia overseas.

• Year 7 and 8 students participated actively in Field Days with local schools.

**Other**

• Two students were placed on the all rounders list for the Higher School Certificate and received a Minister’s Award.

• Students from Year 11 undertook the NSW Law Society Mock Trial competition. The students represented the school with
distinction and reached a high level. They won three out of four trials.

- A number of senior students completed the St John's Ambulance First Aid Course as part of their PDHPE course.
- A Year 8 student won a prestigious state award for Connected Learning through the digital story she produced in English.
- All Year 7 students participated in workshops conducted by acclaimed children's author Nadia Wheatley.
- Fifty students received district attendance awards for 100% attendance.
- A Year 9 student was nominated for the junior section of the Rotary recognition of Youth Awards for her involvement with the local community.
- Two Aboriginal students participated in the local NAIDOC week march and were honoured with the task of carrying the Rainbow Snake Totem, a sacred symbol of Aboriginal mythology.
- Year 12 students were fortunate to attend workshops by the acclaimed children’s author Nadia Wheatley in our writer in residence program for the Belonging section of the HSC English syllabus. Year 12 English students also attended study days at Casula Powerhouse.

Students attended the Jane Austen Book Club that encouraged the girls to read widely and share ideas in an open forum.

- The History faculty continued to provide quality teaching and learning programs in all years. A major change has been the introduction of individual historical inquiry projects in Years 8, 9 and 10 elective history and Year 11 ancient and modern history. These gave students valuable skills in independent research as well as organisational and confidence skills.
- Six distinctions and twenty nine credits were awarded in the Australian Schools Computer Skills Competition. One Year 8 student received a high distinction.
- In the Department of Education and Training Essential Secondary Science Assesment (ESSA) 4% of Year 8 students achieved the top level in extended response tasks, compared with 4% across the state.
- The school captain, school vice captain and senior adviser attended the annual Jesse Street luncheon at the New South Wales State Parliament House.
- Year 12 physics students studying the medical physics option were fortunate to be able to visit the radiology and nuclear medicine departments at Liverpool Hospital where hospital staff volunteered their time to explain the workings of the machines.
- During Literacy and Numeracy week students from local high schools competed at Liverpool Girls High school in a mathematics competition.
- Year 7 visual arts students attended a petting zoo incursion and completed drawing assignment.
- Year 11 modern history students attended an excursion to the Jewish museum.
- The school ANZAC Day commemoration included a presentation by Year 9 students in which they performed dramatic monologues based on war experiences.
- Year 10 students participated in a Mind Matters Day which featured Brainstorm Productions.
- The Student Leadership Council (SLC) participated in a residential excursion to Broken Bay.
- Year 11 chemistry and physics participated in an excursion to Lucas Heights.
- A Year 12 student achieved a South Western Sydney vocational education award for information technology.
- Year 10 students attended a field day excursion for geography to Thirroul beach.
- Students attended a Sorry Day commemoration ceremony chaired by two Year 11 Aboriginal students and attended by a local Aboriginal Elder.
- Year 9 and 10 food technology students participated in a bush tucker workshop conducted by an Aboriginal woman from north-western New South Wales.
Year 9 science students attended an incursion called *A Case of Conspiracy* in which they used forensic science to solve a crime.

Year 9 students attended a science excursion to Luna Park where they participated in activities that assisted them with the physics topic “motion”.

Year 11 chemistry students toured the Port Kembla steelworks as part of their course.

Two distinctions and sixteen credit awards were achieved by students in the University of New South Wales science competition.

Students displayed their photos of historical Liverpool buildings at the LGHS Education week breakfast.

A Year 10 student was chosen to be an Ambassador for Public Education Day.

Two students represented the Student Leadership Council at the Australian Youth Forum at the Hoyts Entertainment Centre.

Fifteen students attended the secondary schools day of the Sydney Writers’ Festival.

All Year 7 students attended a Mind Matters day about anti-bullying and friendship.

Biology students visited the CSIRO as part of their senior biology studies.

Year 11 students attended a ‘hands on’ reptiles incursion from the Zoo Mobile.

Year 11 students participated in a peer tutoring program to assist Years 7 and 8 students with their school work run jointly by LGHS and Liverpool TAFE.

Year 11 students participated in an *Arrive Alive* excursion to Homebush where they learnt about driver safety.

The school entered teams in the Premiers Reading challenge.

**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.

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

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

**Literacy – NAPLAN Year 7**

Year 7 students performed well above the state average in writing as indicated in the above graph. 29 students received a mark in the highest band 9. The average mark for the school was 552.4 compared with 520.9 for the state and 501.5 for the Local School Group.

In Year 7 NAPLAN spelling as indicated in the graph on the following page 15 students received a mark in the highest Band 9. The average mark for the school was 552.4 compared with 543.6 for the state and 527.2 for the Local School Group.
In Year 7 NAPLAN reading, six students received a mark in the highest Band 9. This was an improvement on the 2008 result.

**Numeracy – NAPLAN Year 7**

In Year 7 NAPLAN numeracy, 13 students received a mark in the highest Band 9. This was an improvement on the 2008 result.
Year 9 students performed well above the state average in writing as indicated by the above graph. Sixteen students achieved a mark in the highest Band 10. The average mark for the school was 585.1 compared with the state 577.4 and 561.0 for the LSG.

Year 9 students performed above the state average in spelling as indicated by the above graph. Sixteen students achieved a mark in the highest Band 10. The average mark for the school was 583.5 compared with 553.7 for the state and 532.3 for the LSG.

Year 9 students performed below the state average in NAPLAN reading.

In Year 9 NAPLAN grammar and punctuation, six students achieved marks in the highest Band 10.
In Year 9 NAPLAN numeracy, eight students received a mark in the highest band 10.

ESSA

### Numeracy – NAPLAN Year 9

![Graph showing percentage of students in bands for Year 9 numeracy](image)

- Australian history, civics and citizenship results were similar to 2008, with 54% of students achieving Band 4 or above, with five students achieving Band 6.
- Australian geography, civics and citizenship results showed that 52% of students achieved Band 4 or above, with three students achieving Band 6.
- The computer skills results indicated that 100% of students were competent or highly competent. Forty-five percent of students were highly competent an improvement on the 2008 result.

### School Certificate relative performance comparison to Year 5 (value-adding)

![Graph showing school certificate relative growth from Year 5](image)

### School Certificate

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

One hundred and sixty-six students sat for the School Certificate in 2009.

- English results indicated that 74% of students achieved Band 4 or above. This was a most significant improvement on 2008 result of 61%.
- Mathematics results indicated 26% of students achieved Band 4 or above with two students scoring Band 6. This was consistent with the 2008 result.
- Science results indicated a significant improvement with 48% of students receiving Band 4 and above compared with 26% in 2008. Three students received band 6.

### Higher School Certificate

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2009</th>
<th>School Average 2005 - 2009</th>
<th>LSG Average 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1.3</td>
<td>2.2</td>
<td>-0.5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0.9</td>
<td>-0.3</td>
<td>-0.8</td>
</tr>
<tr>
<td>Science</td>
<td>1.0</td>
<td>0.9</td>
<td>-0.7</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>4.0</td>
<td>3.6</td>
<td>-1.0</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>3.3</td>
<td>3.0</td>
<td>-0.6</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>1.7</td>
<td>1.7</td>
<td>-0.7</td>
</tr>
</tbody>
</table>

**Note:** By definition, the State average relative performance is zero

* The average for Computer skills is for 2006 - 2009
In 2009, 146 students sat for the Higher School Certificate choosing from a broad selection of 36 courses including five vocational education and training courses. Student performance was reported in Achievement Band 1-6 (Band 6 identifying highest achievement) as well as a mark out of 100. Girls achieved some outstanding results including 42 Band 6’s and 175 Band 5’s. This was a significant increase in the number of Band 6’s (26) and Band 5’s (115) from 2008.

Nineteen different students have been recognised in the Distinguished Achievers’ list for achieving marks over 90 in one or more courses. Students achieved Band 6 results in 22 different courses including ancient history, biology, business studies, chemistry, community and family studies, English advanced, English extension 1, English as a second language, legal studies, general mathematics, mathematics, mathematics extension 1, mathematics extension 2, music 1, physics, French beginners, visual arts, Arabic continuers, Chinese background continuers, and Spanish continuers.

Two students were placed on the best all rounders list having achieved marks over 90 in all their courses and have received a Premier’s Award.

Staff continue to make use of the Board of Studies resources such as Board of Studies Liaison Officer and HSC Standard Packages to provide students with guidance and explicit understandings of HSC expectations. Moodle is used to supplement class work with extension work from home. Different faculties provided students with enrichment activities to supplement HSC preparation such as the use of writer in residence, Nadia Wheatley, with the “Belonging” unit in English and the English study day at Casula Powerhouse.

Use of school diaries, glossaries, annotated work samples, uniform assessment structures and procedures across Years 7-12 all and exam performance along with 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. 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 2009 HSC examinations returned to school at the commencement of the 2010 school year and shared their experience with senior students. Positive dialogue occurred during this event that was also highly evaluated by Year 11 and 12 as a help in understanding what is required by the HSC.

Individual subject notable performance included:

- advanced English – of the 50 students, three scored Band 6, 26 scored Band 5 and 19 scored Band 4, indicating 96% of students scoring Band 4 or higher
- in English extension I 70% of students scored Band E3 or E4
- in legal studies three students received Band 6’s and a further 15 students achieved Band 5
- in general mathematics four students achieved Band 6’s and a further seven students received Band 5
- in mathematics five students gained Band 6 and a further six students gained Band 5
- mathematics extension results were strong with 45% (five) students achieving the highest Band E4
- in music 1 100% of students achieved Band 4 or above with one student achieving Band 6
- in physics two students achieved Band 6
- in visual arts 95% of students received Band 4 or above with one student achieving a Band 6
- in ancient history one student achieved Band 6 and a further ten students achieved Band 5
in business studies 6% of students received a Band 6 and a further 23% were awarded Band 5.

two students were awarded Band 6 in chemistry.

Analysis of HSC results indicate that English standard, English advanced, English ESL, English extension 2, history extension, business services and hospitality were above the state average and business studies, community and family studies, English extension 1, geography, legal studies, music 1, PDHPE, physics, society and culture, visual arts and entertainment industry were near the state average.

Our analysis revealed that many of our subjects continue to improve their average scores with our best ever result of 17 individual subjects achieving Band 6 levels and a majority of subjects showing an improvement from the previous year.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

Note:

1. The low performance band includes students in Bands 1, 2 and 3, on average, in the School Certificate. The middle band includes students in Band 4, the high band includes students in Bands 5 and 6.

2. By definition, state average value-added is zero.

3. The School and School Average columns are not shown if less than ten course results are available.

4. Residual data is based on HSC marks converted to the UAC common scale.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy 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 2009

<table>
<thead>
<tr>
<th>Minimum Standard Information</th>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.1</td>
</tr>
<tr>
<td>Writing</td>
<td>96.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.7</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>90.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.8</td>
</tr>
</tbody>
</table>

Data table

<table>
<thead>
<tr>
<th>Performance band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School, 2009</td>
<td>6.9</td>
<td>6.1</td>
<td>6.9</td>
</tr>
<tr>
<td>School Average 2005 - 2009</td>
<td>4.1</td>
<td>4.2</td>
<td>1.7</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>-1.4</td>
<td>-2.1</td>
<td>-2.5</td>
</tr>
</tbody>
</table>
Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88.5</td>
</tr>
<tr>
<td>Writing</td>
<td>93.0</td>
</tr>
<tr>
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Significant programs and initiatives

Aboriginal education

In 2009 Liverpool Girls’ High School maintained its commitment to ensuring Aboriginal students are supported in their learning and that all students and staff have an understanding and appreciation of Aboriginal history and culture.

In recognition of the schools’ exemplary practices in addressing the learning and wellbeing needs of the school’s indigenous population, strong links between the school and indigenous members of the community and outstanding programs that foster a deeper understanding of culture amongst all students at the school, South Western Sydney Region presented the school a 2009 Award for School Excellence in Aboriginal Education.

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, music and dance.

The Writer in Residence Program implemented in 2009 featured a book, with an Aboriginal perspective called My Place. Nadia Wheatley, the author, was invited to the school as part of the Writer in Residence Program as an exemplary resource for the component ‘Belonging’ in the Higher School Certificate English Course and for the Year 7 cross-curricular five week introduction program on My Place. Ms Wheatley conducted workshops with students focusing closely on visual literacy and the creative writing process. She assisted the students in supplementing their understanding of the Area of Study Belonging by demonstrating how short stories are deconstructed to reveal the concept of Belonging. A Year 8 student at the school auditioned for and was selected for one of the leading roles in a television series based on Nadia Wheatley’s My Place.

A component of the Aboriginal Education focus and perspective is for students to be encouraged to connect their knowledge and understanding by learning how Aboriginal artists use visual interpretations which sustain world view, symbolise and re-interpret past experiences whilst honouring traditional values. Students learn the meaning of Aboriginal Art as being transformative, that develops and finds expression in everything that is done.

This has been achieved through workshops run by a local Aboriginal artist Steve Barton. Year 7 students were able to discuss the relevance and significance of his work and transpose this information into their own artworks. These 150 artworks were entered into the prestigious 17th Annual Mil-pra AECG Aboriginal Exhibition Art Awards displayed at the Casula Powerhouse where they were awarded the Secondary Schools’ Student Award.

On the 26 May 2009 the school held a Sorry Day Commemoration. The special guest for the day was local Aboriginal elder Aunty Mae Robinson who addressed the school. The ceremony was conducted by Aboriginal students.

NAIDOC Week celebrations are also recognised at the school in celebration of the history, culture and achievements of Aboriginal and Torres Strait Islander people. Two Year 11 students participated in the NAIDOC Week march that occurred in Liverpool on 3 July 2009. They were honoured with the task of carrying the Rainbow Snake Totem in the March, a sacred symbol of Aboriginal mythology.
On a School Development Day, all staff participated in an Aboriginal Kinship activity run by Aboriginal Elder Lynette Riley a senior lecturer from Sydney University. The activity instructed participants in the traditional Aboriginal family links and connections. The activity assisted staff to better understand the impact of colonisation and the Stolen Generations on traditional Aboriginal culture and the impact of the network of family connections on our Aboriginal students today.

A staff member regularly meets with the Aboriginal girls to assist them both individually and as a group, with a range of issues related to their learning and in particular, developed Personalised Learning Plans based on external and internal data. Two Aboriginal students are members of the laptop for learning (e-Learning classes) established for Gifted and Talented students. Two Year 7 students participated in the Twugia project a Gifted and Talented program for Aboriginal students based on their NAPLAN results.

Leadership opportunities are provided for Aboriginal students including the Student Leadership Council, responsibility for Welcome to Country at school assemblies, Community Meetings, special events and Family Partnership forums. Aboriginal students assist staff during the vaccination program at school.

The school retention rate for Year 10 2008 to Year 11 2009 was 100% for Aboriginal students. This involved seven students. Aboriginal senior students are supported through the Higher School Certificate Preparation Program. Aboriginal student learning successes are celebrated at Family Partnership Meetings.

Staff participated in Aboriginal Education conferences and regularly attend Aboriginal Education network meetings. 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 2009, 86% of students had a language background other than English. Sixty different languages are spoken at home. Arabic, Serbian, Vietnamese, Hindi, Spanish and Samoan background students remain our largest non-English speaking cultural groups.

The cultural diversity of our school is recognised and celebrated.

In 2009 Liverpool Girls’ High School demonstrated exemplary practices in addressing the education and welfare needs of the school’s LBOTE population, initiated and maintained strong links between the school and multicultural community groups and representatives and successfully implemented programs that fostered a deep understanding of multicultural issues amongst all students at the school. As a result the school was awarded a South Western Sydney Regional award for school excellence in ESL/TESOL education.

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 refugee students with intensive literacy training. The school worked closely with and was supported by the Regional Multicultural ESL consultant, to refine practices and develop strategies to improve outcomes for students.

The consultant also delivered professional learning workshops to staff to improve their knowledge of issues that confront our LBOTE students.

The ESL faculty has developed a technology laboratory in learning support that is used as a tool in supporting and motivating ESL students and has enabled staff to better provide for the individual and small group needs of students.

The NAPLAN data indicates success for ESL students. Our phase 1 ESL students in Year 9 were 40 marks above the state average in their overall literacy and above the state average in numeracy.

In 2009, Year 7 students studied French, Italian and Spanish and Year 8 students studied one of those languages for 100 hours. Some students elect to study these languages through to the School Certificate then Higher School Certificate. Students completed French beginners and Spanish beginners to the HSC level at school.

Four students studied languages at the Open High School including German continuers, Indonesian continuers, Italian beginners and Spanish continuers.
Twenty-four students studied their background language through the Saturday School of Community Languages. In 2009 students completed the HSC in Arabic Continuers, Arabic Extension, Chinese background speakers, Serbian Continuers, Spanish continuers, Spanish extension and Vietnamese continuers. Two students were placed third and fourth in the state in Serbian continuers.

A teaching assistant from France assisted teachers in the classroom with the language classes. She was a valuable resource for our language students.

The school continues to implement anti-racism programs. Harmony Day is a successful annual school event that focuses on working together and celebrating inclusivity and multiculturalism with an emphasis on experiencing the dance, food, music and crafts of the many cultures represented within the school community.

The key theme of 2009 was “everyone belongs”. An entertainer presented a show “The Amazing Wonders of Oz” on the history of entertainment in Australia to all the students.

A Polynesian extravaganza occurred in term 3 where Polynesian girls from the school performed cultural dances on a special assembly. Special guests attended from Granville Boys' High School including students, parents and teachers. Granville Boys' High School performed with their Polynesian dance group and Arabic drumming group.

A delegation of Chinese teachers visited the school and participated in classroom visits. Students of Chinese background assisted in this visit by acting as guides and translators/interpreters and performing musical items.

Multicultural perspectives have been further enhanced through continuing participation in the Rotary Club student exchange program. A student from Germany enjoyed an extended time studying at Liverpool Girls' High School in 2009.

The school also has international students and in 2009, 13 students from China and Vietnam 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. The school code of conduct is displayed in classrooms and copies are issued to students through a handbook and in their diaries.

The culture at Liverpool Girls’ High School is marked by respectful relationships, harmony and tolerance and these are evident in individual student’s actions and the projects undertaken collectively by the school.

Many activities in the school foster civic responsibility and girls are given the opportunity to contribute to the local community and wider society.

Students in Year 11 participated in the Youth Driver Safety Program which provides free driving lessons with a qualified driving instructor to students with a learner’s permit.

The student Enviro-Club continued to be active celebrating National Tree Day and World Environment Day. Liverpool City Council once again supported the school’s initiative by generously supplying plants. The Enviro-Club also carries out stream watch activities checking on the health of the Georges River at Liverpool weir.

A student volunteer program continued in 2009 which saw students volunteering at a number of community venues including Liverpool Hospital, local pre-schools and aged care centres.

Two members of the student leadership council attended the local Rotary Club annual function dinner and a further two students represented the school at the Australian Youth Forum.

Progress on 2009 targets

Target 1

One hundred percent of Year 7 students will achieve at or above the minimum standard in Numeracy.

In 2009, six percent of students achieved results in the highest band in NAPLAN numeracy. The increasing numbers of first and second phase ESL learners has meant the minimum standard target was not achieved.
Our achievements include:

- a comprehensive program where all students were tutored in numeracy. This resulted in an improvement in numeracy with over 7% of students in Year 7 achieving in the highest band in NAPLAN numeracy
- a weekly mathematics tutoring program after school that saw over 100 different girls from Year 7-12 attend throughout the year. This increased the girls’ confidence in mathematics and translated into improved results across all external tests
- an increased use of ICT in mathematics teaching and learning resulted in improved motivation of girls and outcomes achievement in numeracy
- refining of teaching and learning programs and practices in Stage 6 saw increased Band 6 achievement in all four HSC courses.

**Target 2**

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

A number of school refusers as well as lower than expected attendance by Year 12, contributed to the target not being met. Further strategies are being implemented in 2010 to improve senior attendance.

Our achievements include:

- increased number of students receiving regional attendance awards for 100% attendance throughout the year
- attendance challenges continued in 2009. These were highly competitive an enjoyed by students. They will continue in 2010
- ongoing intervention by the HSLO for individual students who have irregular attendance. The HSLO regularly addressed assembly on attendance matters
- five week attendance monitoring in classroom program continues to be successful and will remain an integral strategy in 2010 to improve attendance.

**Target 3**

One hundred percent of Aboriginal students achieving at or above the minimum standard in NAPLAN literacy and numeracy.

The target was met in Year 7 and 9 literacy and Year 9 numeracy. Year 7 numeracy requires further work.

Our achievements include:

- all Year 7 Aboriginal students achieving Band 6 or above in NAPLAN literacy
- Year 9 Aboriginal student achieving Band 8 for NAPLAN literacy and numeracy
- two Year 7 students participated in the Twugia project for gifted and talented Aboriginal students based on their NAPLAN results
- all Aboriginal students had personalised learning plans (PLP) developed and implemented resulting in improved outcomes for Aboriginal students.

**Target 4**

One hundred percent of students receiving Band 2 or above in HSC and School Certificate exams.

The increased number of students from LBOTE background who have been in Australia a short period of time with minimal English skills, have contributed to this target not being met. Further work is being done to cater for these new arrival students.

Our achievements include:

- a reduction in the number of students receiving Band 1 and an increase in the number of Band 6’s
- increased use of SMART and RAP data to inform teaching and learning practices
- mentoring of all Year 10 students in subject selection
- revised HSC preparation program for all Year 11 and Year 12 students.

**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 2009 our school carried out evaluations of reporting systems and computing skills.

**Educational and management practice**

**Reporting System Evaluation**

**Background**

The school introduced a new School Based Student Reporting system for first semester reports in 2009. Comments were sought from staff, parent and students on different aspects of the reporting system from setting up through to the final product.
Findings and conclusions

All staff including teaching and SAOs generally found the system’s software easy to use. Staff who attended professional learning activities relating to the system found it very informative and were able to easily train other staff in the system.

There were some minor problems encountered during the initial reporting period that were identified and rectified for the semester 2 reporting period. These areas included:

- the reporting timeline
- setting of outcomes
- proof reading of reports
- development of an appropriate and easy to use comment bank
- availability of computers for teachers to input data.

As a result, the published timeline was evaluated and adjusted to allow sufficient time for the reports to be produced and published for each year group during the reporting period.

Faculties were unaware that once the report had been set up that they were unable to change the outcomes. As a result outcomes are set and checked for each subject and year group prior to the commencement of the data input period.

We are continuing to work towards producing a high quality product. Teacher input of data continues to have minor errors however the implemented system of checking ensures that the finished product is error free. 100% of teachers use the SBSR system for data input.

Findings and conclusions

An audit of teaching and learning programs was carried out to ascertain the way that computing skills was delivered to Stage 5 students. Staff and students were interviewed. As a result a withdrawal program was developed for implementation in 2009. Students were pre-tested and results analysed to identify areas of weaknesses.

Individual programs for students were developed with student centred activities based on identified areas of weaknesses. Teachers worked with small groups of girls on a withdrawal basis.

A specific textbook was purchased for Years 9 and 10 students that was also used during the withdrawal time as well as in all subject areas. All students sat for the trial computing skills test.

An evaluation of the program was undertaken in which the majority of students indicated they were well prepared for the computing skills exam. School Certificate results indicated that there was a substantial increase in the number of students in the highly competent achievement level.

Future directions

For 2010 a designated ICT subject to be created for all Year 9 and 10 students.

The laptop program has increased the use of computing skills activities into all subject areas for Years 9 and 10 in 2010.

Curriculum

School Certificate Computing Skills

Background

In 2008 an analysis of School Certificate computing skills data indicated a significant number of students were only competent in computing skills rather than highly competent.

Findings and conclusions

An audit of teaching and learning programs was carried out to ascertain the way that computing skills was delivered to Stage 5 students. Staff and students were interviewed. As a result a withdrawal program was developed for implementation in 2009. Students were pre-tested and results analysed to identify areas of weaknesses.

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Parent, student, and teacher satisfaction

In 2009 the school sought from parents, students and teachers, opinions in the normal course of evaluations, of school events and activities.
For parents regular opportunities include parent partnership meetings, parent forums, workshops, parent-teacher meetings and surveys.

These events were well attended and feedback indicated that parents were positive and felt they were well informed about the school and their daughter.

For students, regular opportunities occur where students are given a view in evaluating or informing school practices and programs. These have included the Year 12 forum, student leadership council, peer support programs, year meetings and in-class discussion.

Year 12 students were interviewed during term 4 2009. They were positive about their experiences at the school and praised the support they received from all staff.

Professional learning

Professional learning is a high priority at the school and addresses DET and school priority areas. A total of 514 days were spent on professional learning activities. Many other courses that were attended were conducted outside normal school hours. Most of these activities were in the areas of syllabus implementation, beginning teachers, technology, welfare and equity and career development.

Professional learning on school development days focused on quality teaching, technology and student welfare. In particular a presentation by the Multicultural ESL Consultant deepened understanding about the learning needs of our LBOTE and refugee students. Activities related to school based reporting system, ERN, Moodle, connected classroom and interactive whiteboards up-skilled staff in these technology areas.

A presentation by Dr Michael Carr-Greg focused on student welfare and resilience and deepened staff knowledge and understanding about the needs of girls.

A total of $43 085 was spent on professional learning activities at an average of $678 per teacher.

School development 2009 – 2011

The school plan documents targets and plans, including initiatives that aim for students achieving their personal best in a caring environment. The school priority areas are teaching and learning student engagement and retention, Aboriginal education and training and quality teaching and teacher professional learning.

Targets for 2010

Target 1

There has been an improvement by 7% of students achieving in the top bands in literacy and numeracy as indicated by the Years 7 and 9 NAPLAN results.

Strategies to achieve this target include:

- SMART data used to highlight improvement areas.
- Focused workshops in literacy and numeracy.
- Website resources and learning materials.

Our success will be measured by:

- NAPLAN results.
- Teacher evaluation materials based on resources used.

Target 2

There has been an improvement by 3% in student attendance rates across all year groups with a significant fall in fractional truancy.

Strategies to achieve this target include:

- New computerised attendance monitoring system – ‘First Class’.
- Letters home, student and parent interviews of students continually absent and below 85% rate.
- New systems for students travelling away overseas for long periods of time and completion of work through emails and portals.
- Phoning home to students who are absent.
- Awards for perfect attendance.
Our success will be measured by:

- Statistics as indicated by new computerised system.
- Parental responses to communication made about absence.
- Work completed by students travelling overseas as indicated by N Award Warning letters.

**Target 3**

All Aboriginal students achieve above the minimum standards in literacy and numeracy as indicated by the NAPLAN results.

Strategies to achieve this target include:

- SMART data used to highlight improvement areas.
- Personal learning plans (PLP) for all Aboriginal students.
- Parent and community workshops and family partnership activities.
- Mentoring Program

Our success will be measured by:

- NAPLAN results.
- Attendance records.
- PLP plan reviews.

**Target 4**

All Years 9 and 10 staff are accessing computer technologies for teaching and learning activities.

Strategies to achieve this target include:

- Professional learning sessions on aspects of integrating technology.
- Embedding program frameworks into ICT and regular teaching and learning programs in Years 9-10.
- Use of ‘Moodle’ (Learning management system) to create effective e-learning activities for all Years 9 and 10 classes.
- Use of ‘Atomic Learning’ on-line tutorial programs to assist teachers and students with understanding the use of technologies.

Our success will be measured by:

- The number of Year 9 and 10 teachers participating in professional learning activities.
- Monitoring of faculty programs.
- Postings on ‘Moodle’.
- Number of hits on Atomic Learning.

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**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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Mrs Cheryl Screech (Deputy Principal.)
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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: