School Plan, 2015 – 2017
Liverpool Girls’ High School
School Code 8176

Dynamic learning for a future global world.

Leading for learning.

Authentic learning connections and partnerships.
**School background 2015 - 2017**

**School Vision Statement**

*Innovation  Excellence  Learning*

To prepare our students to be young women with integrity, individuality, creativity, confidence and social purpose by inspiring them with educational excellence in an inclusive community that provides opportunity for life-learning by participating and collaborating in a modern global world.

**OUR PURPOSE**

- To encourage the school community to cultivate, consolidate and extend academic, social, physical and personal development of each individual.
- To inspire, impassion and build the capacity of the school community for life-long learning and encourage active engagement within the school and wider community.
- To provide staff with opportunities to maintain and develop professionally and encourage high expectations, providing quality innovative teaching and learning for a modern, challenging and ever changing world.
- To foster partnerships with parents and the wider community.
- To foster, embrace and celebrate diversity in the school and wider community.

Liverpool Girls’ High School (LGHS) is a learning community committed to achieving goals, working together, continually searching for improvement and encouraging and implementing new, innovative ideas. The school is located in the south western suburbs of Sydney and is part the Liverpool Network Group of the NSW Department of Education and Communities, Public Schools. The school was established in 1954 replacing the then Liverpool Home Science School which opened in 1929. The school is a multicultural comprehensive girls’ high school with over 89% of the students coming from a culturally and linguistically diverse (CALD) communities. The school has students from about 62 different countries with over 50 languages being spoken by the students and their families. Aboriginal students account for 2.2% of the school population.

A broad range of curriculum options are offered and have been structured to meet students’ needs, abilities and interests. There is an ongoing focus on student engagement with students actively involved in their learning. The school receives much well deserved praise from the community and is recognised as having high academic achievers and quality learning through leadership programs, exhibitions, school to work planning, volunteer programs, vocational education programs, a wide range of co-curricular activities and an information communication technology (ICT) focus that is embedded in all student learning activities.

The school has built a strong community relationship with Liverpool Hospital working in partnership to provide many educational and community based experiences for our students and its staff. Community partnerships have also been formed with many local business, universities and community providers who enhance the educational experiences of the students.

The school has received many awards in the past and has been recognised as a School of Excellence. We, as a school community, are very proud of our school and work together in harmony to build on the outstanding reputation that the school has built since 1954. We work to ensure every student excels through “Innovation Excellence and Learning”.

**School Context**

**School Planning Process**

The school planning process is coordinated by the School Planning Group who have carried out an extensive situational and directional analysis through:

- student focus groups;
- extensive ideas generation workshops with students following a design thinking approach;
- student IEP profiles;
- staff forward thinking and planning workshops – “designing the future”;
- staff focus groups;
- School Leadership Team, Directions Forums;
- parent / community focus groups;
- reviewing school evaluation reports and considering recommendations from the reports;
- NAPLAN and HSC result data using SMART and RAP analysis systems;
- School data systems from SENTRAL, attendance, welfare, letters home;
- National Partnerships Evaluation Reports, 2011-13;
- Program evaluations – Compass, School to Work, VET, Pacifik Program.
- On-line surveys (school created); and
School strategic directions 2015 - 2017

Inspire and create an educational space, environment and community in which social, emotional, physical, intellectual and critical abilities are developed through holistic, innovative and a dynamic approach to teaching and learning in a challenging world.

Students demonstrate a greater capacity for independent learning and critical thinking.

Consolidate, apply, make connections and refine authentic learning situations so that learners develop the skills for life-long learning in a variety of contexts.

Understand and practise the process of assessment as part of the learning process and balance assessment for, of and as learning.

Skill for life after school.

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**STRATEGIC DIRECTION 1**
Dynamic learning for a future global world.

Enable and enact leadership opportunities and processes to grow innovative school directions and operations for a modern ever changing world.

Grow and develop embedded professional learning opportunities for teachers and school personnel that provides a basis and support for innovative and creative learning situations to enhance and grow student learning opportunities.

Reflect on learning practices through on-going evaluation practices that drive school direction in common and cohesive ways.

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**STRATEGIC DIRECTION 2**
Leading for learning.

Grow and build learning partnerships to enrich student experience and learning and provide authentic learning experiences in a variety of real contexts giving students a realistic view of the world outside of the school.

Transform community partnerships through innovative parent engagement workshops and activities that involve external partnerships with the wider community that can contribute to student learning success.

Continue to develop research partnerships with universities in areas of student engagement that enhances the innovation of school practice.
Strategic direction 1: Dynamic learning for a future global world.

### Purpose
Inspire and create an educational space, environment and community in which social, emotional, physical, intellectual and critical abilities are developed through holistic, innovative and a dynamic approach to teaching and learning in a challenging world.

Students demonstrate a greater capacity for independent learning and critical thinking.

Consolidate, apply, make connections and refine authentic learning situations so that learners develop the skills for life-long learning in a variety of contexts.

Understand and emphasise the practice of using assessment for, of and as learning.

### Improvement Measures
Growth of students as learners is evident in learning assessment information and folios, and tracking mechanisms.

Student attendance remains high with few students being absent from school on a daily basis. (It is maintained at 92% or above)

All learning programs demonstrate explicit and planned learning programs and are in place for all courses.

Consistent and explicit assessment practices leading to meaningful feedback to students.

Value added data in external SMART data shows a consistent growth pattern to previous years and above state averages.

### People
**Students:**
Through participating in a variety of learning experiences in all classes and activities, students are engaged in learning experiences that extend their knowledge, understanding, skills and values in a variety of settings.

Through constructive feedback students develop reflective processes in relation to their learning so they are engaged in a learning journey with direction and understanding.

Participating in meaningful learning programs students are reflective, creative thinkers as they pursue their learning journey with confidence, clear direction and purpose.

**Staff**
Through a focus on collaborative planning and sharing of pedagogical practice, staff deliver curriculum, learning activities and assess student learning in innovative ways to ensure that all students are meaningfully and purposefully engaged in their learning.

### Processes
**Students:**
Evidence based learning from student general learning and other rich data informs the development of student learning programs.

Consistent student assessment practices are in place in all faculty areas that are mapped and give students regular feedback on their learning tracking student progress as a learner.

Support and transition programs and strategies are in place to assist the needs of EAL/D, refugee, Aboriginal, international, LD and students at risk.

**Staff**
Integrated skills are embedded in class teaching and learning programs focusing on the general capabilities with an emphasis on literacy, numeracy and student engagement.

**Leaders**
Leaders ensure there are comprehensive programs and direction in place for all learner groups and that all faculty members follow a consistent delivery of curriculum that is reflected by integrated assessment practices.

Learning schedules are clear for each year group and published each year.

### Products and Practices
**Product**
All subject learning programs are explicit and have embedded key competencies including literacy and numeracy strategies that engage students using authentic texts and contexts.

Success is evidenced through the range of student assessment strategies used.

**Practices**
Teachers deliver learning using a range of pedagogies from explicit instruction to independent learning. They also focus on the key competencies as part of the learning process to shape confident and flexible learners with a range of skills and understandings in authentic ways.

**Product**
Assessment … of, for and as learning occurs as part of the learning process and ‘grows’ students as learners as evidenced in the semester reports and external BOSTES examinations.

**Practices**
Students experience a range of authentic assessment tasks, based on the BOSTES curriculum, that are integrated into the natural learning process and reflected in the student semester report. Students receive meaningful feedback as part of the learning process.

**Product**
Support and transition programs assist and develop individual needs for targeted students so they can fully engage with their learning and be successful confident learners.

**Practices**
Targeted programs develop and track student learning and plan for the best intervention strategies to create successful learners.
Strategic direction 2: Leading for Learning.

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<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tbody>
<tr>
<td>Enable and enact leadership opportunities and processes to grow innovative school directions and operations for a modern ever changing world.</td>
<td><strong>Students:</strong> Student results from SMART and progress activities form a basis for teacher understanding into student need and direction of learning that extends students from their prior learning. Students track personal learning goals through their IEPs and feedback from assessment activities to build on their learning. <strong>Staff</strong> Staff personal professional learning plans, aligned with identified and negotiated learning needs are embedded into practise to support teachers to deliver quality learning in exciting and new ways. <strong>Parents</strong> By being part of the learning process families help their daughters by supporting them with their learning progress.</td>
<td><strong>Students:</strong> Teachers explore in faculty sessions student results through SMART data and RAP and plan for student need and how this can be addressed in the learning programs. Learning programs are developed based on student need as identified through SMART and RAP and IEPs. (Use of Faculty Days and Sessions). <strong>Staff</strong> Staff work with the Professional Standards through development processes and the Performance Development process. <strong>Staff</strong> are part of a professional learning team learning about, experimenting and trialling with, evaluating and participating in action research in their classroom with a focus on innovative classroom practice. Staff develop reflective practices so they are engaged with their own learning journey with direction and understanding. <strong>Leaders</strong> Leaders work through the LGHS Leadership Development Program (LDP) via workshops, coaching and mentoring activities each term. <strong>Evaluation plan</strong></td>
<td><strong>Product</strong> A culture of collaborative professional learning is embedded into the school timetable and teachers learn from each other as part of their exploration of innovation in the classroom. <strong>Practices</strong> Teachers experiment and trial new and exciting ways of curriculum delivery and student learning. Quality learning is underpinned by professional learning practice. <strong>Product</strong> All staff actively use the professional standards to guide their practice and is highlighted in professional learning plans and is reviewed annually. <strong>Practices</strong> Teachers reflect on teaching practice using professional standards in the performance review and accreditation processes to grow their practice. <strong>Product</strong> Leadership is supported through a range of activities and workshops to build leadership capacity and the skills of leaders to lead. <strong>Practices</strong> Leaders lead the change process and develop others to be quality practitioners with a clear shared direction and understanding. <strong>Product</strong> Leaders create focused situations to gain information from a variety of sources to drive informed change and development. <strong>Practices</strong> There is evidence of a highly visible evaluation and monitoring process that informs and drives the change process.</td>
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<td><strong>All executive staff participate in mentoring and coaching activities and there is a shared common direction of the school leadership team.</strong></td>
<td><strong>Community partners</strong> Mentoring and shadowing through community agencies and partnerships provide leadership roles for students in a variety of contexts. With the provision of coaching and shadowing for teachers, leaders are skilled, supported and equipped to lead change.</td>
<td><strong>Leaders</strong> Engagement in high quality mentoring and coaching activities, as part of the leaders professional learning program, will grow and enhance professional practice and the capacity of leaders to be successful leaders.</td>
<td><strong>Leaders</strong> Leaders lead the change process and develop others to be quality practitioners with a clear shared direction and understanding. <strong>Processes</strong> Leaders create focused situations to gain information from a variety of sources to drive informed change and development. <strong>Evaluation plan</strong> Students track personal learning goals through their IEPs and feedback from assessment activities to build on their learning. <strong>Evaluation plan</strong> A culture of collaborative professional learning is embedded into the school timetable and teachers learn from each other as part of their exploration of innovation in the classroom. <strong>Evaluation plan</strong></td>
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Strategic direction 3: Authentic learning connections and partnerships

**Purpose**
Grow and build learning partnerships to enrich student experience and learning and provide authentic learning experiences in a variety of real contexts giving students a realistic view of the world outside of the school.

Transform community partnerships through innovative parent engagement workshops and activities that involve external partnerships with the wider community that can contribute to student learning success.

Continue to develop research partnerships with universities in areas of student engagement that enhances the innovation of school practice.

**People**

_Students:_
Students have a range of realistic options by engaging with outside agencies and organisations to prepare with a range of options post school.

_Staff:_
Staff interact with school partners through a range of collaborative activities and workshops to enhance student learning opportunities which are authentic and relevant to the modern world.

_Parents:_
Through building programs that involve parents, as learning partners in their child’s education they become part of the school life and the learning process, and understand their child’s learning patterns within the school structure.

_Comunity partners:_
Participation in partnership with key programs, providing expertise, skills and opportunities for students, students engage with authentic learning in partnership with the community which grows student engagement in real learning.

_Leaders:_
Working in close partnership with the community and parents, leaders develop working partnerships with outside agencies to provide enhanced learning opportunities and experiences for students taking a leading role in the provision of authentic learning.

**Processes**

_Students:_
Students experience a range of learning experiences in real situations outside of the regular classroom through external partnerships formed with outside providers and agencies.

_Staff:_
Staff engage in a range of partnerships outside of the regular classroom providing professional learning opportunities and extend experiences for students with authentic learning situations that are linked to real-life learning.

_Leaders:_
Leaders work with partnerships and the community to lead innovative learning practices that involve a range of outside partnerships to supplement student learning outside of the classroom.

_Evaluation plan:_
- Survey responses from partners
- Feedback evaluations from partners and participants.
- Types of partnerships formed.
- Participation rates of students.

**Products and Practices**

_Product:_
Build relations with the parent community through workshops, sessions and involvement in learning activities with their daughters, so that they have an understanding of the learning process and the goals of the school.

_Practices:_
Parents have an understanding of the learning process and are aware of school practices in partnership with the school.

_Product:_
Create and build partnerships with the universities by being involved and developing programs to grow student understanding of options and about life-long learning.

_Practices:_
Jointly created and designed activities for student involvement in transition programs that integrates into the school learning program realistically.

_Product:_
Continued creation and building of partnerships with community organisations and businesses developing a learning platform for students that involves them in authentic learning situations that is transferable and enhances classroom learning.

_Practices:_
Students are involved with a range of authentic learning situations through community and business partnerships that teachers use to enhance student learning that are relevant to their lives.

**Improvement Measures**

50% growth from previous year in the number of parents involved in activities run by the school that involves parents as learners with their daughters.

Parents are involved in school activities with participation rates growing significantly with each event.

Three University partnerships formed and ongoing programs embedded into the school organisation and curriculum.

Strengthened links with business as partners in our students learning by 50%

Two large business partnerships formed to provide shadowing and mentoring of Years 9 and 10 students in workplace situations.

Comprehensive learning program developed to drive purpose into the program.