

# Liverpool Boys High School Annual Report



2017



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## Introduction

The Annual Report for **2017** is provided to the community of **Liverpool Boys High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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## School background

### School vision statement

This school is dedicated to the advancement of learning. The development of character and the betterment of mankind. (c. 1964)

Learning is the pathway of self-discovery, making connections with a constantly changing world in order to grow a successful future. (2014)

### School context

Liverpool Boys High School is a comprehensive boys school in the south west of Sydney. It has 596 students, 88% from a non-English speaking background representing nearly 60 cultural groups. The school values are Respect, Responsibility and Learning. The school has a strong commitment from staff to a culture of innovation including our Focus on Reading program, vertical senior school and project based learning. The school has received significant equity funding for many years, completed the last year of low SES National Partnership funding in 2015 and is one of the 229 schools for increased flexibility. In 2017 all year 7, 8 and 9 students will learn in cross curricula project based learning for the majority of their time. The school has an FOEI of 145.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated :

#### Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

The school has self-assessed the Learning Culture and Curriculum and Learning elements as Excelling, and Wellbeing, Assessment and Reporting and Student Performance Measures as Sustaining and Growing. The school has a strong Learning Culture. This is evidenced through the extensive development of new, student driven, electives for Stage 5 demonstrating our commitment to strengthening our learning priorities as articulated in the school plan and milestones. The high level of attendance at the subject selection evening was unusually strong showing high levels of staff, student and parent commitment to our learning directions. Student Wellbeing has been an important focus for the school with extensive planning to create positive learning environments for students to connect, succeed and thrive with numerous programs across all year groups, along with new wellbeing initiatives, being adopted for 2018. The school's Project Based Learning is featured in a number of videos made and screened for parents. The teachers use a programming template and timeline, developed by the Year 7 team, to develop the knowledge, understanding and skills of all students. Our learning philosophy and wholeschool commitment to Project Based Learning is strongly evident in our newsletters and numerous learning events such as whole school exhibitions. The school has adopted a new assessment and reporting approach in conjunction with the University of Technology Sydney. A key feature of this system is to measure and report on the general capabilities, whilst allowing students to reflect on their learning and communicate this to parents, so they understand how to support their son's learning. Student performance measures indicate the school is Sustaining and Growing with growth both Years 7 to 9 and Years 9 to 12.

#### Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

The school has self-assessed Effective Classroom Practice as Excelling. Collaborative Practice and Learning and Development have been assessed as Sustaining and Growing. Data Skills and Use and Professional Standards have

been assessed as Delivering. Classroom practice has steadily improved over the last 5 years with the introduction of Focus on Reading, followed by Project Based Learning which is now fully implemented in Years 7 – 9 and will be implemented in Year 10 in 2018. A significant feature of Project Based Learning is critiquing and multiple drafts to produce quality work. Teachers provide feedback on student learning, at every draft step, along with feedback at the end of each project. Approximately 90% of students come from a non-English speaking background from nearly 60 cultural groups with approximately 20% of students having a refugee experience. The school does extensive work developing literacy strategies for these students and using the EAL/D School Evaluation Framework and phases to track and support student learning. The school has a strong culture of collaborative practice both within and across faculties as evidenced from our Collaboration Groups where teachers self-select a team and explore a common learning interest related to their professional learning goals. All projects are developed collaboratively. All new innovations, such as the REVIEW assessment and reporting structure are implemented collaboratively across the school. To support Learning and Development the school has collaboratively developed a unique set of Literacy and Numeracy wheels to systematically embed literacy and numeracy into Project Based Learning. Learning and development is supported through targeted professional learning and extensive funds are used to allow teachers time to plan and learn. All teachers develop a Professional Development Plan linked to the Australian Professional Standards for Teachers. All teachers have at least one, collaboratively developed, shared goal with their faculty and/or Collaboration Group.

## **Leading**

The results of this process indicated that in the School Excellence Framework domain of Leading:

The school has self-assessed Leadership and School Planning Implementation and Reporting as excelling. School Resources and Management Practices and Processes have been assessed as Sustaining and Growing. The senior executive of the school are seen to be driving each of the Strategic Directions of the school. This has resulted in a wide range of innovative practices being introduced across the school over the past 4 years, with student directed Stage 5 electives being a highlight for 2017. The newsletters display the many wonderful initiatives teachers have implemented, showcasing the leadership of the staff and students. All innovations not only support the school directions, but bring the directions to life. The school plan is the central document that drives all activities within the school. It was collaboratively developed with staff, parents and students through a variety of workshops and forums as part of our journey. All staff understand the strategic directions and their role in ensuring we meet the milestones. The school has employed a business manager for over 7 years, whose role it is to effectively manage the school resources, practices and procedures and to ensure these resources are focused on implementing the school plan.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Literacy and Numeracy Learning

#### Purpose

To improve all student's Literacy and Numeracy, as the fundamentals of student achievement.

#### Overall summary of progress

The school was successful in embedding Focus on Reading strategies across the school. This has been a major direction for the school in the previous 3 year plan, and the school has maintained this success into 2017. Literacy and numeracy structures were reviewed for 2018 and changes made to align practices to project based learning. In year 7, the explicit teaching of literacy and numeracy was completely revised and a new series of projects implemented to improve results in 2018. Whilst the NAPLAN targets were not achieved, the school was able to produce good growth on most Literacy and Numeracy measures in NAPLAN. Analysis of NAPLAN shows the school to be 'sustaining and growing' value added growth for both 7 – 9 and for 9 – HSC.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Literacy and numeracy strategies are embedded in all classes resulting in an increase in students in the top 2 bands by 3 percentage points.	\$50,000	A literacy and numeracy team was established and worked closely with classroom teachers to embed literacy and numeracy strategies into the learning programs. Whilst the target was not achieved, significant progress was made in student growth particularly in numeracy.
Literacy and numeracy lessons stage 4 show student growth in internal school measures	\$50,000	The explicit literacy and numeracy project in year 7 was completely revised for 2018 following an analysis of student results in year 7 to ensure literacy and numeracy was taught explicitly within the context of an engaging project based on sport and PD/H/PE.

#### Next Steps

- Train all staff in the implementation of learning progressions.
- Provide professional development to all staff in embedding Literacy and Numeracy in practice, with a particular focus on EAL/D students and under performing year 8 students.
- Evaluate and refine stage 4 Literacy and Numeracy learning in projects.

## Strategic Direction 2

### Building Innovative Learning

#### Purpose

To create innovative learning practices and places across the school that inspires engagement and excellence from students and staff.

#### Overall summary of progress

Extensive professional learning and planning opportunities were created for staff to engage in project based learning across the school, and in particular the introduction of project based learning into stage 5. In 2017 the school established project based learning in year 9. The school revised assessment and reporting structures in year 7 to assess and report on the General Capabilities. The school established 2 Big Picture Education Australia advisories for 30 stage 5 students who study based on their interests and passions. The school was successful in implementing a range of innovations in stage 5, including student designed and directed stage 5 electives.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Project based learning established in stage 4</li></ul>	\$500,000	Project based learning has been established in all of stage 4 in cross curricula projects.
<ul style="list-style-type: none"><li>A range of innovative learning structures created including Big Picture in stage 5</li></ul>	\$1,200,000	Big Picture Advisories were established in stage 5 with 30 students. The planning for stage 5 project based learning was completed and a model that has students learning only via project based learning was implemented for year 9 2017.
<ul style="list-style-type: none"><li>Alternate pathways for stage 6 established including a pilot portfolio entry into UWS</li></ul>	\$200,000	Portfolio entry via Big Picture was negotiated with Western Sydney University and Wollongong University. This will be available to Big Picture students after stage 6.
<ul style="list-style-type: none"><li>Student engagement improved as measured by Tell Them From me survey.</li></ul>	\$200,000	61% of students reported being intellectually engaged, compared to the state average of 28%. There were similar results in 2016 and 2015. Whilst there has not been strong progress, the students are significantly more engaged than state averages.

#### Next Steps

- Establish project based learning in year 10, in 2018, with an increased focus on courses designed by students.
- Expand the assessing and reporting of the General Capabilities to year 8 and beyond.
- Expand Big Picture Education into stage 6 and provide portfolio entry into University
- Trial a mentoring and tracking system to enable students to self determine their learning journey based on their interests and passions.



## Strategic Direction 3

### Community Learning

#### Purpose

To extend collaborative relationships with all aspects of our community. Including parents, other schools, business, tertiary education, NGOs. These relationships are crucial in creating real world innovative learning for students.

#### Overall summary of progress

Parent surveys and interviews consistently show a high satisfaction with the school, and we were able to hold numerous parents events, in particular the stage 5 subject selection evening which was attended by over 85% of students with at least 1 family member. This will continue to be improved across 2018. We were successful in expanding the curriculum in stage 5 to include VET courses. We also strengthened and continued a number of partnerships with large businesses. We have signed a MOU with Western Sydney University and Wollongong University to explore portfolio entry, it is planned that this will have a significant impact for our 2020 graduating class.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Parents are engaging in Exhibitions of student work at least twice a year</li><li>Real world learning partnerships are established for students 7 – 12</li><li>Stage 6 students have connections to other learning institutions, including portfolio entry to university</li></ul>	\$100,000	Two whole school exhibitions were held in 2017 to showcase student learning, both were well attended by parents, however more work is required in this area. A number of real world partnerships were established in a variety of projects, and over 15 Big Picture students commenced an internship.

#### Next Steps

Employ a Community Officer to support a range of initiatives including:

- Curating student work across the school.
- Expanding the school's social media presence.
- Linking more businesses to projects to enhance real world learning.
- Revamping the way we exhibit and celebrate student learning.
- Engaging parents in mentoring their sons in self directed learning

<b>Key Initiatives</b>	<b>Resources (annual)</b>	<b>Impact achieved this year</b>
<b>Aboriginal background loading</b>	\$6036	All Aboriginal Students have personalised learning pathway developed.
<b>English language proficiency</b>	\$289123	Dedicated classes were created across stage 5 and 6 to support students, with intensive support in stage 4 classrooms. Staff training was also provided.
<b>Low level adjustment for disability</b>	\$284508	Support was provided to students in classes across the whole school. The school funded a Head Teacher position to support staff and students. Numerous engagement activities occurred including Compass program with Sydney University, Links to Learning and SWYPE.
<b>Socio-economic background</b>	\$703601	The impact is outlined in the 3 strategic directions above. Socio-economic funding was used to implement the school's strategic directions.
<b>Support for beginning teachers</b>	\$4063	The school provided release time in the timetable and whole days for beginning teachers and mentors to focus on the teacher's professional development plan.
<b>Targeted student support for refugees and new arrivals</b>	\$14034	See English language proficiency above.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	539	564	598	559
Girls	0	0	0	0

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	94.4	93.9	92.1	92.2
8	92.9	91.6	91.9	85.7
9	90.4	90.1	89.2	85.6
10	88	88.7	88.4	83.9
11	90.6	88.6	86.6	87.1
12	88.2	90	85.7	87.2
All Years	90.7	90.4	89.2	86.8
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

The school has extensive procedures to track attendance every day and in every lesson. A Head Teacher has responsibility for coordinating attendance procedures. These include following up on fractional truancy across the school, identifying poor whole day attendance and conducting student and parent meetings as required. The school also uses the HSLO to support these meetings and making referrals as required. As a result student attendance is tracked and followed up with all students understanding the importance of regular school attendance.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	18
Employment	3	5	21
TAFE entry	0	5	6
University Entry	0	0	33
Other	0	0	1
Unknown	0	0	17

### Year 12 students undertaking vocational or trade training

The school in 2017 offered 2 stage 6 vocational training courses in Hospitality, and Retail . 34 boys did one or more of these courses which represents 41% of the cohort.

### Year 12 students attaining HSC or equivalent vocational education qualification

90% our boys in 2017 achieved an HSC, with 34 of the 82 boys also achieving a vocational educational qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	33
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.9
Teacher Librarian	1
Teacher of ESL	2.6
School Counsellor	0.8
School Administration & Support Staff	8.48
Other Positions	1

\*Full Time Equivalent

The school does not have any identified Aboriginal positions and has one Aboriginal member of staff.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

### Professional learning and teacher accreditation

The school spends well over \$300,000 on professional learning including teacher relief, course and presenter fees and teacher time preparing and attending professional learning. All professional learning was to support the 3 strategic directions. All institute teachers worked towards completing or maintaining accreditation.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	1,219,099
<b>Revenue</b>	7,888,251
Appropriation	7,504,515
Sale of Goods and Services	179,799
Grants and Contributions	192,688
Gain and Loss	0
Other Revenue	0
Investment Income	11,249
<b>Expenses</b>	-7,873,058
Recurrent Expenses	-7,873,058
Employee Related	-6,874,498
Operating Expenses	-998,560
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	15,193
<b>Balance Carried Forward</b>	1,234,292

The school has a finance committee to manage the school's financial management processes and governance structures to meet financial policy requirements. The school intends to use funds available to modify learning spaces to match the school's innovative pedagogy.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	5,930,016
Base Per Capita	91,390
Base Location	0
Other Base	5,838,625
<b>Equity Total</b>	1,283,268
Equity Aboriginal	6,036
Equity Socio economic	703,601
Equity Language	289,123
Equity Disability	284,508
<b>Targeted Total</b>	59,152
<b>Other Total</b>	136,875
<b>Grand Total</b>	7,409,310

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 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 these assessments.

Whilst the literacy NAPLAN data did not meet expectations, the students demonstrated good growth in year 7 reading and year 7 Grammar and Punctuation.

The students achieved good growth in both year 7 and year 9 numeracy NAPLAN data.

In terms of the mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. The school has focused on improving a broad range of educational results, not just limited to NAPLAN and the HSC, but to also improve educational results in the general capabilities such as creativity, collaboration, research skills and critical thinking. The school has too few Aboriginal

students for improved results to be statistically valid.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	49.2	63.5	68.1	60.1
Biology	66.5	66.3	70.9	65.7
Business Studies	68.0	64.4	68.2	67.7
Design and Technology	63.5	68.4	72.6	65.7
Drama	70.4	69.3	75.5	69.5
Economics	62.2	65.6	73.6	66.3
English (Advanced)	77.8	73.4	77.6	73.7
English (Standard)	55.9	64.0	65.6	58.8
Hospitality Examination (Food and Beverage)	49.6	67.6	71.5	59.9
Industrial Technology	60.5	57.7	64.8	54.3
Mathematics	70.9	65.0	73.2	69.7
Mathematics General 2	57.9	59.8	63.6	54.4
Modern History	55.1	60.7	69.6	64.0
Personal Development Health and Physical Education	46.6	64.3	67.7	56.5
Physics	59.3	65.9	70.4	61.7
Retail Services Examination	62.6	67.6	68.4	62.1
Senior Science	54.1	68.0	68.3	54.1
Visual Arts	66.4	74.3	77.7	66.9

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In

2017 parent/caregivers were asked about the implementation of project based learning in the school, particularly in years 7 and 8. Overall the parents were very supportive of the initiative and in particular they liked the increased engagement of the students compared to primary school, and the dedication of the staff. The teachers described the school as a collaborative and innovative school with high levels of trust and support, areas of improvements included increased access to technology. The school conducted the Tell Them From Me survey with students early in 2017 and results indicated a high satisfaction across the student body, consistently above average ratings for other schools. Highlights include 73% of students had a high sense of belonging (state 66%), 74% of students valued school outcomes (state 72%), and 61% of students were intellectually engaged (state 46%).

## Policy requirements

### Aboriginal education

Liverpool Boys' High School is committed to improving the educational outcomes of our Aboriginal and Torres Strait Islander students, and to educating all students about Aboriginal Australia. This year the school continued a range of activities particularly focusing on fostering involvement and engagement of our indigenous students. The students were involved in planning meetings for NAIDOC Week. All students developed Personal Learning Plans, NAIDOC Week celebrations included a student run Bush tucker BBQ, an indigenous students assembly presentation, and a focus on Aboriginal perspectives in classes in the weeks surrounding and including NAIDOC Week. The year 7 team also conducted a project for 10 weeks – Shifting Sands in which all students wrote a creative children's story based in part on Aboriginal dreaming, and then read their stories to year 3 students from a local primary school. Each faculty incorporates Aboriginal perspectives into their projects.

### Multicultural and anti-racism education

Our multicultural diversity is celebrated. Over eighty eight per cent of students enrolled at Liverpool Boys High School are from non-English speaking backgrounds representing nearly 60 different cultures. In 2017 the school ran a very successful multicultural day in which students represented their culture in a variety of activities to celebrate the diversity of the school. We also celebrated Harmony day with year assemblies and learning activities focusing on accepting difference. The school has two ARCO coordinators and uses interpreters at parent interviews and meetings. The school also employs a Community Engagement Officer who runs parent forums, meetings and acts as a point of contact with the community.