Introduction

The Annual Report for 2018 is provided to the community of Liverpool Girls 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.

David Hargrave
Principal

School contact details

Liverpool Girls High School
Forbes St
Liverpool, 2170
www.liverpool-h.schools.nsw.edu.au
liverpool-h.school@det.nsw.edu.au
9602 0083

Message from the Principal

Each year our school continues to change with the changing society. Today, society demands so much of schools to ensure that today's students are ready for a future focused world. As a school we are committed to provide our students with an education that prepares them for the modern world of tomorrow so they are able to function as responsible, active and informed citizens.

From 2018 the school has begun its next three year iteration of the school plan 2018 – 2020, based around three important words that drive the learning in the school – engage, empower and enable. These three words drive the three school directions to guide our school's ongoing development and direction;

• engage active and focused learners;
• empower leading through learning;
• enable learning partnerships.

During 2018 the school underwent "External Validation". The purpose of the validation is to review the school's progress in relation to the School Excellence Framework. The panel were very complimentary of the school's achievements and directions and were most impressed with the range of opportunities that are available for students as we provide a variety of authentic and real learning situations for students as part of their learning for the future world of tomorrow.

Liverpool Girls High School (LGHS) prides itself on the array of differentiated academic, social, emotional and physical learning opportunities both within and beyond the classroom setting. Our submission for the validation process demonstrated and attested our commitment to nurturing a learning culture that is positive, inclusive and aspirational.

The school has continued to provide, during the year, wellbeing approaches that have a holistic focus which fosters a culture of inclusion and belonging. Students are encouraged and supported to forge their own cultural and individual identities and pursue their dreams to be the best person they can be. Our approach to student wellbeing is underpinned by the newly established Positive Behaviour for Learning (PBL) approach that we launched during 2018. This approach sets expectations for students that guides their behaviour in a positive way. The system operates under the acronym of REACH – respect, excellence, act safely, co–operate and honesty which guides expectations and values that underpin the school.

During the year the school has also responded to a changing curriculum as set by the New South Wales Educational Standards Authority (NESA). From 2019, there will be vast changes to the HSC in both syllabuses and examinations. During the year, teachers have been working on the teaching and learning programs and ensuring that our students will be well prepared for these changes as they are implemented in 2019. We are continually strengthening and developing our teaching and learning programs and making sure that they are responsive to changing student needs. We aim always to work from where students are at and grow their learning potential with responsive learning programs and support for learning both within and outside of the classroom. Our support structures through specialist teachers,
additional programs and after school help through the Help Centre and through additional classes and tutorial groups give students opportunities to excel and gain success with their learning.

During 2018 the school also changed its reporting format, moving to a new program to provide more accessible information and provide a learning report that is clear and provides information about student learning, successes and improvement directions. During 2019 the school is moving towards providing families with on–line access to a parent portal where all parents will be able to gain direct access to student learning reports, information about what is happening in the school and a range of other information to help with schooling.

We continue to look for the best ways to build student learning in literacy and in numeracy. We have held a number of special learning sessions for students with hands on numeracy activities during the year to build interest and to build skills in numeracy applications. Our staff have been continuously learning new ways to engage students in their literacy, especially in writing and in reading. Teachers have been integrating a range of strategies to complement the regular learning programs across the curriculum. From 2019 a coordinated approach to enhancing reading skills will be implemented school wide in Stage 4 classes. This focused approach will assist in skilling students to read with understanding and being able to interpret meaning in what they are reading. This will help increase our students to be deep learners.

All teachers are involved in professional learning and development. All staff have performance development plans which include at least three professional learning goals that they pursue and develop over the year. The school supports the staff with a suite of professional learning activities to assist achieve these goals. Staff are also encouraged to attend professional learning sessions and conferences both in school time and out of school time. As education is forever changing it is essential that our staff learning is supported which in turn provides up to date education and learning for our students. This is a positive investment in the future.

As we move into the next year of the school plan, the school will continue to grow forward and introduce responsive learning programs for students as we strive towards excellence and provide the best learning that we can with a well trained and committed staff.

David Hargrave

PRINCIPAL

Message from the students

It has been an absolute privilege representing Liverpool Girls High School for 2019 along with the vice–captain Alesha Kamsoo and three other ambassador's whom were selected as positive role models assisting with whole school assemblies, being an integral part of special commemorations such as ANZAC day and Remembrance Day, and carrying out a variety of tasks involving the whole school. Although we have faced many challenges, our tireless hard work has seen us achieve our objectives so far, we have been given opportunities to represent our great school at many community events and promote the wonderful things that we have learned as a student in our school.

Our ultimate aim was to develop students into leaders and encourage all students to take up leadership roles. As leaders, we have continually encouraged many students to take initiative and participate in as many school events as possible such as Harmony Day, cross country and charity events. What we have seen is students ranging from Year 7–12 actively volunteer and assist the SLC with many school events and this is a positive thing to witness. By participating in such events, students gain a sense of belonging and self–worth, which is crucial to their development at high school. Above all, the leaders of 2018/2019 have been proud to be part of the cohesiveness of the school with many of the senior students building relationships with the junior years, especially Year 7s.

From my experience of meeting, interacting, and growing up with countless girls, if there is one thing that many young women seem to yearn for its 'meaning' in their life. Many girls often fear the feeling of uselessness, solitude, and a weak social network, and this is because as young girls, we desperately desire the support and means to feel like we are of value to something greater than ourselves. In a world where a woman's dignity is often challenged, overlooked, undermined, it is vital that such purpose is instilled in girls from a young age so as they are able to develop and strengthen with the skills and knowledge to reflect the capabilities of women in areas of life they chose to pursue. This is one of the many positive objectives which Liverpool Girls endeavours to succeed in, which provides the girls with the means to embrace every opportunity, and establish a sense of significance in one's life, both during and after school.

I have learnt that school is not only a place for academic education, although you need that too because let's be honest, we are the next generation of strong, intelligent women who will carve out a place for themselves in this world. It is a place for learning about people and about the world. It is a training ground for life where we can make mistakes, have successes, be clapped at an assembly of people who are proud to call you a fellow friend. It is a time in our life that cannot be replicated, a time that is special and unique, for us to learn about ourselves and take advice from our educators who have lived this already.
Liverpool Girls High School holds a strong sense of community between teachers, students and parents, allowing for the education of the girls to be a mutual task between both the school, and the family. I have witnessed the incredible positive effects on innumerable girls, of having the support for faith and education in the home, mirrored in the school environment.

I would like to acknowledge the remarkable work of the teaching staff for assisting the whole of Year 12 in our final year and we thank you all for understanding while we carry out our duties. We are extremely confident that the future SLC bodies will continue to build on our achievements so far. All leaders willingly participated in many events and fundraisers for the school, and in doing so, upheld the reputation of our school within the community.

Lilly Lyons

SCHOOL CAPTAIN, 2019
School background

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.

School context

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, 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 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.

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 the progress achieved by the school across the domains of Learning, Teaching, and Leading.

In the domain of Learning ...

LEARNING CULTURE – Progress in learning and achievement is identified and acknowledged to enhance a learning culture setting high expectations that are promoted within the school community. The aspirations and expectations of students and parents are known and inform planning for learning. The school collects and analyses information to inform and support students' successful transitions in their learning achievement. Data is used to drive the learning program across the school and identify and address student need in growing forward with appropriate learning strategies. The school seeks to collaborate with parents of students whose continuity of learning is at risk. Attendance data is regularly analysed and is used to inform planning. Whole school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk through a range of strategies to engage and encourage attendance at school. Students who attend school every day are showing gains throughout the year.

WELLBEING – Every student can identify a staff member to whom they can confidently turn to for advice and assistance at school. The school invests in a strong student wellbeing structure that supports the students as learners and citizens in their community. There is a planned approach to wellbeing and it is driven by the student wellbeing team. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Well–developed and evidence–based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. The school's wellbeing approach focuses on creating an effective environment for learning. Teachers and other school staff explicitly communicate expectations of behaviour across school settings which is underpinned by the school's new approach to Positive Behaviour for Learning (PBL) that was introduced during 2018. This approach promotes expectations for students and encourages students to be responsible learners who follow the REACH code – Respect, Excellence, Act Safely, Co–operate and be honest.

CURRICULUM – The school's curriculum provision and evidence–based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding, skills and application of their learning to a variety of different learning contents. The school monitors and reviews its curriculum provision to meet changing requirements of the students. Teaching and learning programs describe expected student progression in knowledge, understanding and skill in the applications of the assessments where students demonstrate their on–going learning and growth. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge in the students' depth of application. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

ASSESSMENT – Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students to grow their learning. Assessment is planned and undertaken regularly in all classes and data is systematically collected and used to inform the next steps of learning. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive regular feedback on their learning. There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored, tracked and informing the learning progression of students.

REPORTING – The school analyses internal and external assessment data to monitor and report on student and school performance. Individual student reports meet Department of Education requirements and include personalised descriptions of the student's strengths and growth. During 2018 the school changed its reporting tool to provide a more comprehensive form of reporting which will include for 2019 on–line availability of student reports in the new parent portal which is under development. The school provides parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss student progress.

STUDENT GROWTH – The school's value–add is not significantly lower than the value added by the average school. The school uses internal as well as external assessments (such as NAPLAN and HSC) to assess student progress and achievement against syllabus outcomes.

In the domain of Teaching ...

EFFECTIVE CLASSROOM PRACTICE – Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective, engaging students actively in their learning. Teachers regularly use student progress and achievement data to inform lesson planning. Explicit teaching is the main practice used in the school, reflecting the current evidence base of matching student progress to suitable strategies to grow their learning. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. Teachers respond promptly to student work with appropriate and constructive feedback. They check that students understand the feedback received and the expectations for how to improve the application of their learning. Teachers maintain orderly classrooms and manage challenging behaviour to create a positive environment for learning focusing on the principles of the REACH code.
DATA SKILLS AND USE – Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data to plan the next steps of learning. The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives. Clear and informed analysis of student progress and achievement data informs planning.

PROFESSIONAL STANDARDS – Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional learning and development to improve their performance. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. The school provides and facilitates a range of professional learning opportunities that build teachers’ understanding of effective strategies in teaching literacy and numeracy skills and knowledge.

LEARNING AND DEVELOPMENT – Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, and for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers to enhance the professional growth of teaching staff. Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals. Teachers demonstrate currency of content knowledge and evidence–based teaching practice in all teaching areas. Technology and learning spaces are utilised to enhance encourage, engage, empower and enable student learning.

In the domain of Leading ...

EDUCATIONAL LEADERSHIP – The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. The leadership team undertakes annual staff performance and development reviews for teaching and non–teaching staff. Poor performance is identified and managed promptly and effectively. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

SCHOOL PLANNING, IMPLEMENTATION and REPORTING – The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan’s strategic directions and meet the school’s improvement measures. The school collects and analyses learning and wellbeing data to monitor the achievement of milestones and review, self–assess and report performance annually.

SCHOOL RESOURCES – The leadership team allocates non–educational administrative tasks to appropriate non–teaching staff. All staff use technology available to streamline the administrative practices of the school. The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. Technology is effectively used to enhance learning and service delivery. Use of school facilities by the local community delivers benefits to students. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

MANAGEMENT PRACTICES AND PROCESSES – The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need. Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction. The leadership team measures school community (parent and student) satisfaction using the "Tell Them From Me Surveys" and internal evaluation mechanisms.

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:

Strategic Direction 1

Engage active and focused learners

Purpose

To co-create challenging, purposeful and relevant quality learning practice that is designed to maximise each students’ learning potential.

Overall summary of progress

The School Plan 2018–2020 focuses on student learning. The basis of student learning is to engage students in their learning to become life long learners with the skills to do so. Strategies to effect this, have been developed to ensure that all students have the literacy and numeracy skills to access their learning. The focus for 2018 has been to redevelop the literacy focus to pinpoint student need by exploring a range of data sources. The school literacy team – ‘Literacy is for Everyone’ (LIFE) have worked closely with external consultants to forge a long term program of student development and growth in reading as a starting point to grow students’ literacy skills. It is thought this approach will give students understanding in the constructs of language and meaning in use and provide models for students’ own writing using an across the curriculum approach. The team, during 2018 have been exploring student data sources, analysing findings and matching areas for learning development with relevant and engaging strategies. By creating experts across the school, a comprehensive staff learning program is ready to be launched in 2019 so that teachers have the skills to engage students in deep learning that improves literacy skills and will make an impact in student learning.

Explicit teaching has also been a focus in ensuring that Learning Intentions and Success Criteria drive the learning each lesson, so that students can engage purposely in their learning with explicit direction about the learning. The use of this approach has been linked to formal assessment that uses the Learning Intentions and Success Criteria to outline expectations of the task and what students need to demonstrate in their responses to the assessment task at hand.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Differentiated explicit programs with embedded literacy and numeracy focuses have been created in ALL courses</td>
<td>Release time for LIFE Team members to work with the consultants to develop the LIFE program. $22,000.00 Faculty Development Time for review of literacy and assessment practices.</td>
<td>LIFE Team formed and are working towards building a whole school approach to literacy learning that is embedded in all learning programs. Extensive exploration of literacy data from a variety of sources to pin point student areas of need across the curriculum and for various year groups An approach using Focus on Reading &quot;Super Six Strategies&quot; adopted. Extensive learning for the LIFE team in super six strategies and its integration across the various subject areas. Creation of a basis for embedding more explicit approaches to reading throughout stage 4 programs in 2019. Use of Learning Intentions and Success Criteria to make the learning explicit, and for students to demonstrate their learning in the tasks that they complete. Common Format in place for assessment across the school that is standards focused. The ground work for creating the foundations of a whole school approach to improve student results in external tests has begun but it will take some time to see any significant change occurring.</td>
</tr>
</tbody>
</table>
Next Steps

- LIFE Team – Focus on Reading strategies for 2019 through the use of "Super Six" approach to reading across the curriculum using the learning progressions to guide development.
- Training of faculty experts in "Super Six" strategies and development of all staff in faculty sessions.
- Focus weeks for concentration of strategies in all Stage 4 classes with reading to reinforce the approach across the school and to ensure links across the curriculum about reading.
- End of year – best practice session and strategy bank developed as a resource for all staff.
- STEAM program in Year 7 to explore ways to challenge students through challenge based approaches of inquiry and project based learning approaches that individualises student learning and engagement.
- Recommendations about integrated curriculum for Year 7 exploring links across the curriculum. Draft plan of possible action(s) to be developed for 2021 for curriculum development in Stage 4 for the next iteration of the school plan in 2021.
- Focus on the development of "Rich Assessment Tasks" – ‘how to guide’ that links to the learning intentions and success criteria through open tasks that provide access for all students to demonstrate their learning and different levels.
- Review the use of marking criteria and the use of the standards framework to guide judgements in a realistic way.
- Revamp the template for assessments in Stage 4 and Stage 5 to be more engaging and less formalised.
Strategic Direction 2

Empower leading through learning

Purpose

To co–create a school that empowers the community in developing a culture of collaboration, shared vision and direction that is responsive to the changing needs of learners in a future ready environment.

Overall summary of progress

The year of the Direction 2 is to build the skills in the school staff to empower staff to take on a leading role in learning by building a culture of collaboration and evaluative practice. It is essential that good planning comes from evaluative practice and developing an evidence based approach to growing the school forward. The developmental approach taken through the year has enabled staff to build a sense of a collaborative team, both across the school and within each faculty and project team. The use of a ‘growth mindset’ was key in developing a positive culture of growth both in teacher learning and student learning. This too worked alongside of the Positive Behaviour for Learning Approach adopted by the school and launched during the year. Growth Mindset was introduced at the first school development day of the year. A number of the school leadership team attended a two day workshop in Term 1 and the school staff were taken through two evening sessions on Growth Mindset – Habits of Mind and Practice Unite with James Anderson during terms three and four. This learning has provided a backdrop of collaborative learning to move the school forward in a positive and collaborative way, developing a strong shared mindset.

Students are encouraged to take leading roles throughout the school and the school leadership program through the SLC and through various school partnerships continues to empower students to form leadership roles as part of their learning for the future.

Progress towards achieving improvement measures

<table>
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<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
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| • All staff have completed professional learning in instructional collaborative strategies  
  • Significant increase in student performance based on SMART and RAP data sources.  
  • Increased student satisfaction in learning opportunities from based line data through TTFM, IEPs and other relevant sources. | Release time for teachers  
$20,000.00  
Leadership Team Development  
$25,000.00 | Greater reliance on student data has begun to look closely at student results. Focus has been with the Learning and Support Teacher to further build plans for all students at the lower performing levels of NAPLAN to pin point areas of student development. Targeted students identified and learning plans developed with those students needing learning adjustment and also EALD learners.  
Leadership development in 2018 focused on skilling leaders to lead the planning and evaluation process to build a cyclic pattern of evaluation of learning and building next steps to ensure that learning is focused and linked to grow the school and student learning forward. The Centre for Education Statistics and Evaluation (CESE) materials and resources have provided clear directions and tools for developing this process. The collaboration of the Leadership Team has built a strong direction in evaluation leading the further direction in moving forward to build an understanding and skills to analyse evidence and make informed decisions of moving forward. External Validation processes has enabled this process to have meaning and direction in building the processes of evaluation practice that can be embedded in school culture.  
Student IEPs continue to provide valuable information about student learning – setting goals and reflecting on the learning giving students a voice in their learning with their IEP teacher mentors. |
Progress towards achieving improvement measures

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| • All staff have completed professional learning in instructional collaborative strategies  
  • Significant increase in student performance based on SMART and RAP data sources.  
  • Increased student satisfaction in learning opportunities from based line data through TTFM, IEPs and other relevant sources. | SLC and co-curricular activities provide opportunity for students to be empowered as student leaders in a range of different contexts. | |

Next Steps

• More focused exploration of HSC data from 2018 using the RAP package and SCOUT to drill specifics about student learning and where each subject area can develop student learning where there are gaps as identified by the exploration of the data – all staff in each faculty.
• Develop evaluative questions that drill down the analysis of available data to find solutions.
• The establishment of more focused action Learning Teams building the capacity of future leaders and create a culture of collaboration in teacher learning.
• Development of a leadership strategy to ensure team approach and one direction across the school to lead learning development.
• Exploration of the Nesli leadership development strategy.
• Senior IEPs to move as part of the Stage 6 Learning Excellence Strategy.
• PBL final implementation stage.
Strategic Direction 3

Enable learning partnerships

Purpose

To co–create meaningful learning partnerships that enables students to connect learning to future ready applications and develop skills to be agile and flexible leaners.

Overall summary of progress

This area of the school plan, 'enable learning partnerships' is unpredictable, depending on opportunities that arise with the partnerships formed and the uptake by students. The school is fortunate that there are many partnerships that have been formed with many businesses, agencies and educational providers seeking to work with the school and the students. This is an area of the school plan identified by External Validation where the school excels. All partnerships provide authentic learning situations for students beyond the school gates. What also comes indirectly from the partnerships is the building of the school's reputation as a learning community that provides real life experiences for students.

The school has also worked closely with the parent community to promote our school and get parents involved with their daughter's education. The school musical 'Downtown' provided an avenue for parents and the community to see the work of the students. Performances at Westfields by the cast opened a new partnership where regularly our students have performed for audiences in the local shopping centre. This too led to student performances in the Liverpool Hospital for special occasions.

A need to promote the school was added to this direction to enable, promote and capture the success of programs throughout the school. A social media / promotions team was introduced during Term 3 to further enable the learning partnerships and celebrate the work of learners in the school in real world and authentic learning situations. Investigations and trialing took place through the latter half of the year to grow the platforms to celebrate and promote the school and its learning community.

Progress towards achieving improvement measures

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| • Processes are in place so that students reflect on their learning partnerships.  
  • Significant increase in positive behaviour and student engagement.  
  • Significant impact of community partnerships on student learning growth as indicated in growth data. | Release time for staff to be involved with the additional programs and opportunities for students. $20,000.00  
Employment of 0.4 transition adviser $44,000.00  
Employment of CLO 1.4 $106,000.00 | The transition and careers adviser have worked closely with school partners to provide learning opportunities in authentic situations for students – those at risk, extension opportunities in business and provision of real life learning experiences for students. These have included:  
Smith Family learning for life program (we have 129 Smith Family Scholarships in the school to assist our learners)  
University of Sydney WPO program  
ABCN – Partners with Microsoft, JP Morgan, Talent Rise, Lend Lease, UBS, Commonwealth Bank, Accenture  
Links to Learning  
Liverpool Hospital  
Allens Law mentoring program  
Western Sydney University PATHE program  
NRL S2W Indigenous mentoring program  
University of Wollongong – Discovery Program and... |
<table>
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| • Processes are in place so that students reflect on their learning partnerships.  
• Significant increase in positive behaviour and student engagement.  
• Significant impact of community partnerships on student learning growth as indicated in growth data. | Preparation for University Program  
UBS Women in Business Leadership Program  
Youth of the Streets engagement program.  
This has involved re-engaging students and providing students with authentic learning opportunities to extend and further develop opportunities to be enabled as self directed learners.  
Wellbeing programs have enabled learners to build a sense of community and responsibility through anti-bullying programs, STYME, police liaison activities, Student Leadership Council, Student recreation activities such as drama groups, dance groups, knitting group, band groups, choir, writers' group, readers groups, scripture groups,  
Student learning programs have included:  
Writing project with Sydney Story Factory  
Readers' Theatre with stage 3 students at Liverpool Public and Warwick Farm Public Schools  
Writer in Residence Program – Nadia Wheatley Siobhan Coombs and Clare Atkins  
Artist in Residence Program – Laura Carey  
SALT program (TAS)  
Art Therapy program – Liverpool Hospital Children's ward  
Breast Feeding project, Maternity ward Liverpool Hospital  
Nuclear Medicine unit, Year 12 Physics at Liverpool Hospital  
Impact of all activities is high with students reporting through evaluations that they value the opportunities that they are given with the student learning programs. Students who are involved have higher engagement levels and helps boost their learning potential and assists in students growing self esteem as successful learners. |
Next Steps

- Further partnership development with INGHAM.
- Joining the Liverpool Innovation Precinct for 2019.
- Work with Infrastructure NSW in the development of the redevelopment of the Liverpool Schools (including Liverpool Girls High School).
- Grow partnerships with Liverpool Hospital and Westfields.
- Strengthen the partnership with ABCN.
- Review the study skills partnerships for Stage 6 to ensure value for the cost and the effectiveness of the program. Consider options.
- Create the student and parent portal as an extension of communications to families.
- Expand the use of social media through Facebook, Instagram and Twitter and widen team involvement.
- Increase parent participation in school events.
- Grow the partnership involving the air quality project with ANSTO, Office of Heritage and Environment and Wollongong University.
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Resources (annual)</th>
<th>Impact achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background loading</td>
<td>Funding Total $8,164.00</td>
<td>An Aboriginal Education coordinator mentor (0.25 allocation) was selected from the staff to coordinate the Aboriginal Education program and to mentor students identifying as Aboriginal Torres Straight Islander.</td>
</tr>
<tr>
<td></td>
<td>AIME program</td>
<td>All Aboriginal students have personalised learning plans which are developed with the students and their families (where possible). A learning support teacher assists with the development of these plans. Student learning goals are supported by the teacher mentor working collaboratively with the students, their families (where possible) and agencies to support student learning and build opportunity. Students are also supported financially subsidising cost for schooling to ensure that Aboriginal students are fully supported as learners and have every opportunity to succeed and excel. Strategies used by the school indicate that most aboriginal students are achieving beyond expectations and that the attendance data indicates above state average for attendance.</td>
</tr>
<tr>
<td></td>
<td>NRL Mentors</td>
<td>The school has invested in the AIME program for Aboriginal students and this has had 100% participation in the program. Students have indicated that they have appreciated the opportunity of the program and believe that their participation has given them life options and built self awareness of culture and of being a successful citizen.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aboriginal students had the opportunity to perform in the NSW Schools Spectacular dance segments, as well as perform in school events as part of the school's aboriginals dance program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Respect is shown for Aboriginal people recognising traditional aboriginal lands with Acknowledgement of country and welcome to country (where possible) beginning every gathering with in the school calendar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>As a school Aboriginal events such as NAIDOC week are celebrated as part of the school's event calendar. As part of NAIDOC week this year, students created art works of famous Aboriginal women including a short biography to explain their art work and choice of person. The artworks formed part of the Westfield Shopping Centre, Liverpool, celebrations, displaying the student works as the feature of their NAIDOC celebrations. These art works are now displayed within the school as a reminder of the impact of strong aboriginal female leaders.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students also participated in the NRL Mentors program during Terms 2 and 3. Students found this to be a very worthwhile experience and have suggested that this become a regular event each year.</td>
</tr>
<tr>
<td>Aboriginal background loading</td>
<td>Funding Total $8,164.00</td>
<td>Aboriginal education is embedded in all teaching and learning programs across the school and there is an emphasis on the eight ways of learning as a strategy to engage all learners within the school.</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>AIME program</td>
<td></td>
<td><strong>Next Steps</strong></td>
</tr>
<tr>
<td>NRL Mentors</td>
<td></td>
<td>• Continue with the same programs and strategies used during the year.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Review eight ways of learning and review embedded learning across all teaching and learning programs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English language proficiency</th>
<th>Funding Total: $341,989.00</th>
<th>The school total LBOTE population sits at 89% of the students. EALD needs vary across the school from new arrival students through to students who have been in the country for some years. The type of assistance given to students vary depending on need.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This includes:</td>
<td>EALD operations are heavily data driven based on student testing and information collected from class teachers identifying areas of need.</td>
</tr>
<tr>
<td></td>
<td>• Staffing 3.0 – $341,339</td>
<td>EALD teachers work in a flexible way using a range of strategies to address students’ needs to ensure growth and development as English language uses. Programs focus specifically on English language acquisition and building both a spoken repertoire and written use of the language in a variety of contexts so that students are able to access the curriculum and succeed with their learning. The EALD program consists of • data collection and analysis identifying student needs and developing plans and strategies to address these • parallel classes in Years 7–10 • co–teaching in a number of classes across the curriculum where there are high needs • working with individual teachers and groups of teachers in faculties • some short term one to one intervention to assist students of high needs • representation and advice for the school Literacy Team, giving EAL perspectives in developing the school strategy • staff training equipping teachers with strategies to use to address EAL students literacy and learning needs Language acquisition takes time with developing use of language growing students abilities. Students have shown some improvement, however, time is required to see marked improvements as these come slowly and at individual levels.</td>
</tr>
<tr>
<td></td>
<td>• Flexible funding $29,650.00</td>
<td><strong>Next Steps</strong></td>
</tr>
<tr>
<td></td>
<td>• English language proficiency ($3 500.00)</td>
<td>• Review the impact of the suite of strategies used across the school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Move lower performing students from the bottom bands in all testing through a whole school and coordinated approach.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Equip teachers to be able to cater for all EALD students and implement appropriate adjustments to build a sense of success in</td>
</tr>
<tr>
<td><strong>English language proficiency</strong></td>
<td>Funding Total: $341,989.00</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>This includes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Staffing 3.0 – $341,339</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Flexible funding $29,650.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• English language proficiency ($3 500.00)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

student learning.

• Work closely with the LIFE team in developing the whole school literacy approach.
• Build a system of information sharing about individual students through the learning support team.

<table>
<thead>
<tr>
<th><strong>Low level adjustment for disability</strong></th>
<th>Funding Total: $431,710.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>This includes</td>
<td></td>
</tr>
<tr>
<td>• Staffing 2.7 – $281,105.00</td>
<td></td>
</tr>
<tr>
<td>• Flexible funding – $150,605.00</td>
<td></td>
</tr>
</tbody>
</table>

The learning and support teachers continue to be a focal part of students learning across the school. The number of students requiring assistance is continually growing and finding appropriate ways to assist students effectively with their learning is at the heart of how the learning and support teachers work. The team is continually exploring ways to better support students through data driven approaches. Information available about students is very detailed and pin point individual needs.

Learning and Support staff work flexibly and in a number of ways to support student learning, these include:

• Intensive and ongoing data analysis from wide ranging sources to build a learning needs picture about students which is communicated with teachers in developing individual plan for students needing assistance.
• Meeting with teachers and working alongside them to modify learning tasks, assessments and provide accessible ways to make students see success in their learning and provide training where necessary.
• Work with small groups of students or one to one for intensive support for short periods.
• Coteaching in classrooms with mainstream class groups to support learners having difficulty
• Arranging disability provisions for students requiring assistance for NESA examinations
• Preparation of access requests.
• Special programs for learning support students such as peer reading and peer numeracy skills development.

The work of the learning and support teachers is varied. With the additional staff and use of SLSO students are supported throughout the school to assist them to access the curriculum and achieve succeeds. Students believe in the learning and support staff who they see as teachers who understand their needs and can help them, giving support and encouragement.

**Next Steps**

• Continue programs that already exist.
• Ensure that NCCD data collection is accurate and gives a clear picture of student need.
• Assist with the modification of assessments that are more open ended and provide for a diversity of learners.

<table>
<thead>
<tr>
<th><strong>Socio–economic background</strong></th>
<th>Funding Total: $1,300,000.00</th>
</tr>
</thead>
</table>

Our equity funds are used to provide learning opportunities for students that would not have occurred if not funded through the school with
This includes:
- **Staffing 2.7** – $281,105.00
- **Flexible funding** – $1,018,895.00

Additional programs, life programs, links with community and business agencies and a greater level of support for targeted learning strategies across the school to build a culture of a learning community for a future world. Additional staffing and release time allows for the range of activities and opportunities for students addressing the special nature of the local community, its students and the special needs to ensure success.

Funding has included for 2018:
- A Homework help centre offering assistance for students with their study, assignments and homework three afternoons per week. About 20 to 30 students attend each session. Feedback from students demonstrate that they see this as a worthwhile activity as there is no one at home to help and parents are unable to afford after school tutoring.
- Intensive tutorials after the trial HSC in preparation for the HSC examination from mid term 3 until the HSC examinations. Teachers are paid for additional hours outside of school to run tutorial groups in all subject areas with small groups of students.
- Literacy task force and the literacy team to create and develop whole school direction with literacy teacher leaders.
- Numeracy development involving hands on activities and sessions in mathematics targeting programs.
- Development of learning programs for students to ensure that new syllabus development and changes to HSC patterns are accessible for students – time for teachers to develop programs and strategy collegially together.
- STEAM project in Year 7 – action learning project to develop best practice involving enquiry based learning, design thinking, project based learning, collaboration, creativity, critical thinking, communication, citizenship and self-directed learning. Findings of the project will help inform the direction of Stage 4 learning in a future focused approach to learning.
- Redevelopment of future focused learning environments that are technology rich and focused that will grow student learning for a future focused world.
- Healthy lifestyle though active healthy programs such as swimming school for all year 7 students, fitness and healthy activities program for Stage 6 students, provision of students to participate in sporting competitions and knockouts.
- Student assistance to help with the costs of schooling for students in need.
- Best practice development across the school exploring learning activities that engage students. This occurs through a range of additional learning activities.
- Community and business partnerships, mentoring programs, events and activities that have parents, community members, the business community and students working together.
### Socio–economic background

Funding Total: $1,300,000.00

This includes
- **Staffing 2.7** – $281,105.00
- **Flexible funding** – $1,018,895.00

Together on a range of successful programs that link authentic real life learning beyond the school gate. Data demonstrates the success and the need for these activities giving students essential exposure to the experiences that they not necessarily have had.

Equity funds provide for students to be engaged, empowered and enabled as active future focused learners. Equity funds are used to provide for the unique learning needs of students within the school so that students see themselves as successful learners and citizens.

### Next Steps

- Revamp the Learning Centre program to focus on 'Learning Excellence' developing a wholistic approach involving wellbeing through IEPs, study skills, individual support and a holistic focused program for Stage 6 students that is information driven.
- Build leadership and learning capacity through the establishment of 'action learning teams' to forge future based learning with direction and addressing need through working teams driving the agenda.
- Use more release time throughout the year to target events rather than long term year long allowances.
- Launch the Reading Strategy across the school as part of the literacy team's action to improve literacy that is targeted and focused.
- Be responsive to student needs using a growth mindset to move them forward as positive successful learners.

### Support for beginning teachers

School funding as part of Professional Learning Funds – $10,000.00

Beginning and early career teachers are supported with time, mentoring, attendance at network and professional learning activities, in–school based learning activates, observations of teachers and working alongside their supervisors giving individual assistance.

The number of teachers varies from year to year. Most beginning teachers are filling temporary blocks, so do not attract funding. The school invests in its teaching staff making sure that there are opportunities for all staff including beginning teachers to be developed as professionals ensuring a long term capacity of teaching staff who lead the learning for students.

A beginning teachers conference day was held later in the year, based on teacher need. The collaborative session allowed teachers to work collaboratively solving problems, hearing from experienced teachers in how they tackle the day to day matters and build understanding of ongoing professional learning and development. Feedback indicated the success of the day, with the right timing and content to build teacher capacity and confidence. This will again be explored for maybe two days in Term 1/2 and Term 3 during 2019.
<table>
<thead>
<tr>
<th><strong>Support for beginning teachers</strong></th>
<th>School funding as part of Professional Leaning Funds – $10,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Next Steps</strong></td>
<td>• A coordinated plan for beginning teachers.</td>
</tr>
<tr>
<td></td>
<td>• Survey the needs of teachers within their first five years.</td>
</tr>
<tr>
<td></td>
<td>• Encourage teachers to attend after school network meetings.</td>
</tr>
<tr>
<td></td>
<td>• Arrange buddy teachers who can have beginning teachers observe teachers using an instructional round type model.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Targeted student support for refugees and new arrivals</strong></th>
<th>Funding Total: $11,305.00 (used to fund SLSO support)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Integrated whole school programs including co-curricular activities, additional programs such as some of the community and business partnerships run as part of the whole school learning and wellbeing programs.</td>
</tr>
<tr>
<td></td>
<td>Refugee support has been targeted to students needing the most support especially with literacy, language acquisition and building confidence in a new country. An SLSO with the language of the majority of refugee students was employed for the year to work alongside refugee students to build confidence in the learner and provide individual support so they were able to gain understanding and success in the classroom and not be left behind. The SLSO was employed over the week, also working with students with learning difficulties, providing integrated and tailored support to students.</td>
</tr>
<tr>
<td></td>
<td>It is difficult to measure the growth in confidence levels of students but progress with basic skills showed some improvement. Working in small groups with more individualised support built confidence and relieved much anxiety of some of these students. This is where the success can be seen with a growing wellbeing of the students to build on their success.</td>
</tr>
<tr>
<td></td>
<td>The school counsellors have also worked closely with many of the identified refugee students providing counselling and support.</td>
</tr>
<tr>
<td></td>
<td>The whole school structure supports students. Many students are refugees who are supported in the structure and the culture of the school through inclusive practices that involve and give opportunities to all students in a holistic way.</td>
</tr>
<tr>
<td></td>
<td><strong>Next Steps</strong></td>
</tr>
<tr>
<td></td>
<td>• Continued focused support with multi-lingual SLSO.</td>
</tr>
<tr>
<td></td>
<td>• Special projects involving the students in exploring and building on culture and at the same time building confidence and literacy skills.</td>
</tr>
<tr>
<td></td>
<td>• Add extra time for refugee learning from the whole school staff or refugee if possible at least 0.2 staff.</td>
</tr>
</tbody>
</table>
Student enrolment numbers have been declining for the past few years. This is due to lower numbers of students in the local drawing area and following Department of Education policy of not enrolling out of area students when there is insufficient permanent accommodation. The area of Liverpool is changing with high rise apartment complexes being built and younger people moving into the area. In coming years numbers will begin to steadily grow as local partner primary schools have had significant increases in their local enrolments which will have a flow on effect to the secondary schools in the area. It was announced in 2018 that there would be an additional primary school built in the Liverpool area to cater for the growing population. As a result it was also announced in 2018 that Liverpool Boys and Liverpool Girls High Schools would be redeveloped as part of an 'Education Precinct' in the CBD area of Liverpool. At present this is in the very early stages of planning.

The school has targeted school promotions through
- an open afternoon in February for prospective students.
- advertising events on the school app.
- using photographs posted on the web page to promote learning activities within the school.
- using the twitter page to highlight events in the school.
- developing other social media platforms. These have been trialled during the latter half of 2018 and are ready to be rolled out in 2019
- the sign at the front of the school will be replaced for 2019 with a more up–to–date sign that can include pictures and graphics to promote the events of the school.

Next Steps
- Work and collaborate with schools infrastructure and its stakeholders on the development of the new Education Precinct that will incorporate a new look high school.
- Continue to provide positive school promotions through a number of social media platforms.
- Continue the work being done with community events to boost numbers. (The feedback is most positive – there is the need to continue the good work being done here and explore other ways to get people into the school.)
- Continue to work closely and collaboratively with partner primary schools.

Management of non-attendance
The school follows Department of Education procedures for student attendance. Figures this year have somewhat been skewed by the number of students travelling overseas for long periods of time during the year. Although it is suggested to parents that long periods away from school can have an effect on student learning, parents are insistent on travel. The school provides students with email links to their teachers to complete work tasks and assignments and receive feedback on their work. Many classes also have their work posted on Google Classroom, giving students overseas access to materials for their learning so they are not falling behind with their studies or missing out on their work. Students respond favourably to this approach and do communicate with their teachers when there is access to the internet overseas.

The school works with agencies and the Department of Education Home School Liaison team to address students of concern for poor attendance patterns. Meetings and formal interviews are carried to address issues of poor attendance developing plans to accommodate students with poor attendance patterns. The school works closely with parents to address attendance issues. Where necessary, the school wellbeing team work with students to ensure that the appropriate support is in place for students whose attendance is of concern. The school transition officer works with Stage 6 students to explore education and work options for students where necessary.
The school celebrates each term with a morning tea and recognition certificates for those students with 100% attendance. This is averaging just over one hundred students each term.

Attendance information is provided for parents in the semester reports that are sent home. This information provided attendance information for each subject studied and for the overall attendance during the term.

To inform parents of their child's attendance patterns, letters are sent home each week for unexplained absences. Year advisers take a proactive role in checking students in their year groups whose attendance is concerning. Phone calls are also made home to students' families to inquire about students who have many absences or who have been away from school for more that three days. The school has investigated the use of SMS messaging, however, it was concluded with the frequency of changed numbers, disconnected numbers, and the cost, it was not a viable option. The new parent portal currently in development will contain attendance information for parents each day.

**Next Steps**

- Introduce new roll marking procedures electronically on SENTRAL.
- Rollover roll marking on SENTRAL to populate EBS4 when the third party system is released in Term 2 of 2019.
- Review why some student attendance has fallen off in senior years over the past two years.
- Address reasons as to why Stage 6 attendance is erratic and why students do not come to school. Build a strategy to address this issue.
- Tackle truancy issues targeting Stage 5 – Years 9 and 10.
- Ensure that all staff are using period by period roll marking for each lesson.
- Introduce the parent portal that will contain attendance information for parents each day.

**Post-school destinations**

<table>
<thead>
<tr>
<th>Proportion of students moving into post-school education, training or employment</th>
<th>Year 10 %</th>
<th>Year 11 %</th>
<th>Year 12 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking Employment</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Employment</td>
<td>0</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>0</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>University Entry</td>
<td>0</td>
<td>0</td>
<td>67</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

The school's careers adviser works with all Stage 5 and 6 students to ensure that students are informed of all post school options. A comprehensive program with the universities assist in students understanding options for university and the range of courses. The school promotes earnestly that all students achieve and do anything they want to if they work hard and make the right choices. The school takes students to a range of careers information days and arranges many visiting speakers from various educational providers, businesses and traineeships so that students can make informed choices. Students are also encouraged to apply for a range of scholarships and early admission schemes to ensure placement and post school destinations. The school ensures that all students options are maximised and that all students are supported to achieve their future goals. This is also supported by the IEP process.

**Next Steps**

- Grow the web page for Careers and Post school options providing links to universities, educational providers, scholarships and information about careers and post school options.
- Build links in the social media platform to careers and post school option news.
- Continue to provide the breadth of information to students.
- Use the Learning Centre for reference materials available to students. Have the careers adviser available in the learning centre at peak times during the year.

**Year 12 students undertaking vocational or trade training**

Vocational Education (VET) courses continue to be a popular choice made by students. The course in Business Services and Retail are popular selections with Hospitality Food and Beverage remaining a steady choice. The school is in its second year of offering VET in Stage 5. The Year 9 students selecting the VET option filled one full class and is seen by students as a viable learning option in Stage 5 studies.

Students in VET successfully complete their mandatory work placement hours of 35 hours in each of the Year 11 course and Year 12 course. A work ready conference at Mounties in Mt Pritchard was held at the beginning of the year to prepare students in Stage 6 for Work Placement. Student feedback evaluation forms indicated an outstanding success of the conference, feeling like an adult going to a conference. All students indicated that they felt well prepared for work placement.

The school ensures that there is capacity building each year for VET teachers ensuring there are enough teachers training to take on VET roles. One of the retail teachers is involved in training VET teachers each year and also advises NESA on VET–Retail matters.

Vocational Education faculties in the school are very well resourced and are continually upgraded to ensure that students have access to industry standard
resources. The school café, during Term 4, is being upgraded and redeveloped to provide an up-to-date resource to enhance student experiences and learning.

A range of TVET courses are undertaken by Year 11 and Year 12 students each year. TVET courses ensure that students are able to study the range of courses that will set them up for their post school options.

Next Steps

- Promote Hospitality Kitchen operations for reintroduction in 2020 through the 2019 subject selection process.
- Grow Hospitality Food and Beverages.
- Promote Entertainment more rigorously in the 2019 subject selection processes for study in 2020. The school musical ‘Annie’ will be a draw-card for this study providing great practical experience for those students completing the course.
- Continue to resource VET subjects to industry standard resources.

Year 12 students attaining HSC or equivalent vocational education qualification

Only 98% students completing stage 6 studies in Year 12 received an HSC in 2018. Those who did not qualify for an HSC, 2%, did not satisfactorily complete all units of study and were 'N' Determined. This meant that they were ineligible for the award of the NSW Higher School Certificate. This was an unusual occurrence as those students falling behind with assignments are given every opportunity to redeem themselves and take the assistance from the school when offered. In this cohort of students those who were N Determined did not take up any assistance offered and therefore did not qualify for the award of a NSW HSC, as they did not satisfy NESA requirements.

Workforce information

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>12</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>46.2</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher ESL</td>
<td>3</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administration and Support Staff</td>
<td>11.37</td>
</tr>
<tr>
<td>Other Positions</td>
<td>1</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

Two members of staff identify as Aboriginal or Torres Strait Islander descent.

The school uses RAM funding to employ staff for above establishment positions to provide additional support for student learning and to maximise student learning potential. The additional staff comprise of:

- 1.0 School Business Manager (from Term 3 2018)
- 1.5 Community Liaison Officers
- 0.4 Parent Support Officer (from Term 2)
- 1.4 Technology Support Officers
- 1.6 SLSO Learning Support Officers
- 0.2 SLSO EALD – Refugee Support Officer
- 0.8 Learning Support teacher
- 0.4 additional teacher – Equity Programs
- 0.4 Transition Education teacher
- 0.2 Wellbeing teacher

Additional RAM funding gives the school flexibility to employ additional staff above the establishment to provide greater support for students in classrooms. The additional staff provide a vital link to ensure that the school can provide for the learning needs of students through additional learning programs for the range of student need in a low socio-economic community.

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>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>29</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Professional learning is an essential element of the school to provide a workforce that is confident and up-to-date. The school sees professional learning as integral to moving the school forward with a growth mindset. Many of the school strategies that are implemented to improve and support student learning are through a suite of professional learning activities designed to provide learning and development for all staff within the school. The professional learning budget is supplemented with program and project money ensuring that teachers are equipped to meet the challenges of teaching in a future focused world and providing for the best learning for our students. Professional learning activities also support teachers maintaining professional learning hours to maintain accreditation requirements.

All teachers from 2018 are accredited with the NSW Education Standards Authority (NESA). Eight teachers...
in the beginning phase of their career are working towards proficient standard.

Strategies used for staff professional learning and development include:

- All staff, both teaching and non–teaching staff, have Professional Development Plans (PDP) which outline learning development goals for the year and a plan of how to achieve them through professional learning activities.
- Conferences run by the school and by outside providers keeping staff abreast with changes in the education and learning arena. Conferences hosted by the school during the year included; team building, growth mindset, executive leadership development, first aid and CPR.
- Professional learning sessions run by outside providers both during school hours and after hours. These sessions targeted areas of development based on the school plan directions and staff professional learning goals.
- Twilight after hour workshops run as a suite of activities in curriculum development, assessment, pedagogy and strategy, evaluation methods, syllabus and program development – introducing the new HSC changes for 2019.
- In–school collaborative workshops in program and learning design.
- Hands on workshops – especially in the STEM areas

Next Steps

- Reintroduce learning teams using a model of action learning teams to research, test and create an evidence based on trialling approaches. The teams drive change in the school from informed decision making developing teachers through collaborative learning.
- Create responsive professional learning after school sessions to address staff need as indicated through the PDPs.
- Encourage staff to have a more active role in leading professional learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

<table>
<thead>
<tr>
<th>Description</th>
<th>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>1,956,107</td>
</tr>
<tr>
<td>Revenue</td>
<td>11,310,341</td>
</tr>
<tr>
<td>Appropriation</td>
<td>10,993,306</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>112,707</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>173,296</td>
</tr>
<tr>
<td>Gain and Loss</td>
<td>0</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>19,675</td>
</tr>
<tr>
<td>Investment Income</td>
<td>11,357</td>
</tr>
<tr>
<td>Expenses</td>
<td>-10,769,741</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>-10,769,741</td>
</tr>
<tr>
<td>Employee Related</td>
<td>-9,597,479</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>-1,172,262</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>0</td>
</tr>
<tr>
<td>Employee Related</td>
<td>0</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>0</td>
</tr>
<tr>
<td>SURPLUS / DEFICIT FOR THE YEAR</td>
<td>540,600</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>2,496,708</td>
</tr>
</tbody>
</table>

A rigorous school planning process drives the operations of the school. All staff, through the school leadership team, are invited to submit ideas for programs, initiatives and funding for the following year using a logic model process which is considered by the school planning team and the school finance team, in line with the school plan directions, needs of students and available funding from the school budget. The logic modelling process allows the team to see the purpose and need of the project, key outcomes as a result of the project, the plan of action to achieve outcomes and funding estimates to implement the program. These are considered closely in line with department and school priorities and integrated into the school plan and financial plan for the following year. Money is allocated on the basis of available funding from year to year.

During late 2017, the school moved to a new SAP finance system and during Term 4 2018 the school moved to a new SAP Human Resources System. From 2018 the school became responsible for a full school budget including salaries which in the past had been managed by the Department. The new system has now added new financial planning considerations for the school finance committee, to consider full operations of the school and its budget. The new systems created new ways of thinking which has been embraced by the school administrative team under the leadership of the School Business Manager and the School Administrative Manager. From 2019, the new systems will be completely operational in the first full year of a whole school budget responsibility.

For 2018, the school finance team were cautious with
school finances whilst learning about the operations of the new system, hence the carry over from 2018. Some of the carry over though, can be attributed to long term saving for expensive items that could not be bought using one year’s budget amounts. This includes replacement of the school's photocopy and print facilities across the whole school into one integrated whole school solution, refurbishments and redevelopment of various learning spaces across the school, repair and replacement of air conditioning systems and automated security gates in all carparks.

The school supplements with some equity funding to provide additional staff to ensure the smooth operation of learning programs for students. Release time is also provided for additional learning programs to take place, enhancing the learning opportunities for students that is supported, targeted and aid in the learning growth of students.

At all times school financial planning and all school planning focus on the premise that students are at the centre of all we do and for students to succeed.

Next Steps

• Create cost centres for all faculties to take more responsibility for their budgets and track spending.
• Build expertise among the school administrative staff in the use of the SAP finance operations that all SASS staff have an understanding and can complete ordering processes.
• Streamline planning processes with logic modelling that is more evidence based when requesting resources.
• Use the report systems in SAP to track and plan resources and spending more effectively.

Financial summary equity funding

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

Next Steps

• Create cost centres for all faculties to take more responsibility for their budgets and track spending.
• Build expertise among the school administrative staff in the use of the SAP finance operations that all SASS staff have an understanding and can complete ordering processes.
• Streamline planning processes with logic modelling that is more evidence based when requesting resources.
• Use the report systems in SAP to track and plan resources and spending more effectively.

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.

NAPLAN results continue to have a large percentage of students performing below the minimum standard in both Year 7 and Year 9. There is growth in student performance in Year 9, however, many students are still below benchmarks. Due to the large number of students with interrupted schooling much work is done to build basic skills of literacy which students are lacking. This development and learning takes time to fill gaps and to build student learning.

During 2018 the school has been working to create a new whole school approach to literacy development using reading as a base for growing students' literacy. By building a consistent approach to reading across the school, with the same strategies being reinforced in all subject areas, students' literacy learning will be targeted to further build skills and confidence as literacy and language users. The literacy progressions have provided a tool that assists in the explicit teaching of literacy skills and will be used to enhance developing student skills. Teachers are working through a training program to assist with the school's focus on reading in the new iteration of the school plan 2018–2020. This
holistic consistent approach to literacy learning will provide a coordinated basis to grow students literacy abilities, understanding and application.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Students in Year 7 achieved the following growth in their individual performances in NAPLAN.
- Grammar and punctuation 52.25% student growth
- Reading 42.48% student growth
- Spelling 59.46% student growth
- Writing 49.65% student growth

Students in Year 9 achieved the following growth in their individual performances in NAPLAN.
- Grammar and punctuation 58.52% student growth
- Reading 70.37% student growth
- Spelling 64.44% student growth
- Writing 51.85% student growth
Students in Year 7 achieved the following growth patterns in their individual performances in NAPLAN – numeracy.

- Numeracy 56.25% student growth

Students in Year 9 achieved the following growth in their individual performances in NAPLAN – numeracy.

- Numeracy 55.15% student growth

The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data.
The school works with a holistic learning plan that takes into account 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 works to provide all students with individual learning paths and through the learning programs targets student need with additional support to build skills. Our value added results show the growth of students as they move forward in their learning. The school is continually keeping abreast of ways to build student skills in literacy and numeracy and addressing these through a range of different approaches.

Higher School Certificate (HSC)

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

HSC results have remained consistent over the last few years. There is however large numbers of students still falling in the lower band areas. Much work has been placed on assisting student selection of the best subjects for their study. There has been a marked change in student selections; however, some students are still selecting inappropriate courses. Student examination techniques in fully understanding the intent of the question often leads to responses that do not fully answer questions asked. NESA has reported to the school a number of students not attempting sections of papers for the HSC. Teachers are working on explicit teaching to assist students to break down and deconstruct past papers, individual questions and their intent.

There has been an increase in students gaining early entry to university and courses before the HSC examinations are held. This could be a cause of some students not performing as well as expected.

With the school literacy focus on reading, the skills of understanding the printed word and breaking meaning down may assist in the school wide push to be able to deconstruct written questions for the full meaning. These skills will be necessary for the changes in the HSC from 2019 so that students are able to interpret what the question is asking in order to apply the learning to the examination questions. The 'Super Six Strategy' approach across the school will aim to address this identified need as an across the school strategy to improve and grow students’ reading skills.
The best performing HSC subjects that achieved a result in the highest band possible (Band 6 or Band E4) in the following courses.

- English (Advanced)
- English Extension 1
- History Extension
- Business Studies
- Personal Development, Health and Physical Education
- Music 1
- Legal Studies
- Biology
- Mathematics
- Business Studies

Next Steps

- To further explore ways to differentiate curriculum more for students at all levels to address their learning needs to see growth in performance and student resilience.
- Use data to ask questions of why results as they are and drill student response areas for focus and development.
- Give more guidance for students on how to answer questions focusing on meaning and what information to use to formulate responses.

Parent/caregiver, student, teacher satisfaction

School information from school based sources and from the Tell them from me surveys generally indicate most parents, students and teachers are happy with the school. The school is seen as being inclusive offering many opportunities for involvement in the school. The school has a positive feel and most students feel that they belong.
Parent satisfaction is difficult to ascertain as the sample responses, when taken at events or through surveys, only capture small numbers of parents who are quite satisfied in the school and what it does for their children. Events run at the school for parents and community members always rate highly and very positive feedback is given. Some parents have indicated that they do not come into the school because they find it somewhat intimidating or that they have no need to come to the school as they trust the teachers and they have respect for the school and what it does so they see no need to come to the school. Attempts to encourage parents to come to the school have had some success with greater numbers attending functions and special events however, in small numbers. School award ceremonies and Year 12 graduation have nearly 100% of students involved with parent/family attendance.

The school musical ran over four different performances and attracted high numbers from the local community to celebrate this community event. The matinee was probably the least attended performance. Due to this success the school has made a strategic decision to continue to run a musical every two years.

Next Steps...

- Earlier and more intense advertising before and leading up to school events.
- Printing of large banners to have on the front and side fences to advertise special events.
- Replace electronic sign to one that includes pictures and graphics.
- Explore ways that student voice can help shape the teaching and learning directions of the school.
- Reduce student stress and anxiety by including more explicit step by step instructions.
- Make learning accessible electronically through a system that contains reference materials, extra and supplementary work, work samples to use as models, information about the topics being learnt in class. (Set up of a learning management system/portal)
- Make information about student attendance, school reports, information about events, excursions more available and accessible to parents (electronic portal).
- Use social media more to capture the life of the school.
- Continue school musical every two years.

Policy requirements

Aboriginal education

Aboriginal education is embedded in all teaching and learning programs across the school. The eight ways of learning underpin good teaching practice in all areas and these are used to engage students through a range of activities. The school acknowledges country at all school assemblies, functions and events. Where possible Aboriginal elders give a Welcome to Country at special events. Students are exposed to Aboriginal culture and it is seen as an integral part of the learning program at the school.

The school has a teacher who is the school Aboriginal Education coordinator who works closely with Aboriginal students as a support person and mentor to the young students. The school has invested in the AIME program during 2018. This program is a mentoring program where successful Aboriginal people are teamed up with Aboriginal student in the school. During Terms 2 and 3 the students worked with their mentors each fortnight. The highlight was the annual Jamboree where students joined with other aboriginal students from other schools to share and learn about aboriginal culture and history.

Students have also been supported with involvement with the ‘Deadly Sister’ program each month to connect, share stories and culture with one another. The teacher Aboriginal mentor provides support for all Aboriginal students and checks with them to encourage and support them with their learning. Students were also supported with involving the ‘NRL S2W Indigenous Mentoring Program’ for Year 11 and 12 students. The program involved students meeting together with the mentors providing support, counsel, and giving ideas for future pathway options post school. Students reported that the program provided them with skills in developing a greater self confidence, awareness of post school options and the range of possibilities for life after school and information about opportunities to participate in events in areas of interest and ways to improve their wellbeing.

Many students are involved with the Aboriginal dance groups, who have performed at school events, including the annual school Harmony Day Celebrations. The Aboriginal Dance group auditioned for Schools Spectacular and was successful in being selected for inclusion in the annual Schools Spectacular event at Homebush in November. Students enjoyed the experience and sharing their culture through dance in an inclusive and fun filled public school event that has become an important part of the school calendar each year.

Lily Lions, one of our proud Aboriginal students was successful in being elected as school captain for 2019. Lily is a young aboriginal student who is an outstanding positive role model for all of our students.

Multicultural and anti-racism education
Liverpool Girls High School is a shining example of inclusivity and multiculturalism. The school is proud of its multicultural identity and exemplifies how young women can be successful citizens joining a global world. The school has over fifty different cultures and student backgrounds from all over the world. Visitors to the school have remarked about the different cultures of students freely mixing in a very inclusive school environment. It is one of the great features of the school – multiculturalism at its best where there is respect and understanding for each other as part of an Australian community.

Each year the school celebrates its harmony by pausing for a day during Harmony Week, to acknowledge, enjoy and celebrate the range of cultures that make up our school community. The day is marked as a large community festival of song, dance, culture and food from around the world as all students learn about each other's cultural backgrounds. A feature of the day is the involvement of our parents and school friends in the day who join in with the festivities.

Many of our students have endured hardship and the effects of war in their homelands. A large proportion of students are from a refugee background. The school acknowledges this and provides an inclusive educational opportunity through the vast array of programs for students. Student learning is at the centre of the school's ethos. The school allows its students to strive for personal best in an environment that is safe and allows each student to grow as leaders of tomorrow.

Our teaching and learning programs are designed to capitalise on the culture of the world encouraging students to use their own culture as part of their learning. Many students chose to use their origin and culture as part of their studies when learning about their newly adopted country. Many Society and Culture research studies centre around this.

Liverpool Girls High School is characterised by its multicultural flavour. We support our students through a range of programs. The school employs community liaison officers to work with our community and to assist families to feel welcome and part of the school community where they are valued and feel welcome. Our success is measured by how happy students are and how they have friends from all different cultures who are understanding, tolerant and proud.