

Liverpool Boys High School

2019 Annual Report



8186

Introduction

The Annual Report for 2019 is provided to the community of Liverpool Boys High School as an account of the school's operations and achievements throughout the year.

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

School contact details

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School background

School vision statement

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

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

School context

Liverpool Boys High School is a comprehensive boys school in the south west of Sydney. It has 543 students, 88% from a non-English speaking background representing nearly 60 cultural groups. The school values are Respect, Responsibility and Learning. The school has a strong commitment from staff to a culture of innovation including our Focus on Reading program, vertical senior school, Project Based Learning and a Big Picture Education Australia academy. The school has received significant equity funding for many years. In 2019 all year 7 – 10 students will learn in cross curricula project based learning for the majority of their time. The school has a FOEI of 141.

Self-assessment and school achievement

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. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Literacy and Numeracy Learning

Purpose

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

Improvement Measures

Literacy strategies are embedded in all classes resulting in an increase in students in the top 2 bands by 3 percentage points in reading.

Numeracy strategies are embedded in all classes resulting in an increase in students in the top 2 bands by 3 percentage points in numeracy.

Literacy and numeracy stage 4 show student growth in internal school measures.

Progress towards achieving improvement measures

Process 1: Using data to target stage 4 interventions to build gateway picture for LBHS v2.0

Evaluation	Funds Expended (Resources)
Classroom observations show literacy and numeracy strategies evident. Document review shows literacy and numeracy in all faculty programs, assessment and reports.	\$50,000

Process 2: Target groups of under performing stage 4 students

Evaluation	Funds Expended (Resources)
Document review and interviews with teachers and students involved. Data from process 1 analysed.	\$30,000

Process 3: Planning for Literacy and Numeracy in stage 5

Evaluation	Funds Expended (Resources)
Review of programs and student work samples show embedded strategies	\$30,000

Strategic Direction 2

Building Innovative Learning

Purpose

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

Improvement Measures

Project based learning established in stage 4 and 5 with new assessment practices focusing on the general capabilities.

Students are mentored in making choices based on passion.

An alternative learning structure called LBHS v2.0 is explored and implemented.

Future focused technology is utilised in learning.

Progress towards achieving improvement measures

Process 1: Implement innovative learning structures and teaching practices 7 – 12. (LBHS v2.0)

Evaluation	Funds Expended (Resources)
Plan completed , Take Over successful held and feedback gathered. MARC documents created for all stage 4 and 5 projects	\$200,000

Process 2: Establish processes to mentor students and track student self-directed curriculum choices within innovative structures. (LBHS v2.0)

Evaluation	Funds Expended (Resources)
Tracking software trials successful. Mentoring processes established. Students report that the mentoring was valuable	\$50,000

Process 3: Create an effective future focused technology culture (including BYOD).

Evaluation	Funds Expended (Resources)
Gamification, Minecraft and Virtual Reality stage 5 courses written and running. 70% of students are BYOD	\$30,000

Process 4: Explore innovative learning practices for stage 6

Evaluation	Funds Expended (Resources)
Assessment procedures created for 6 stage 6 courses.	\$20,000

Strategic Direction 3

Community Learning

Purpose

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

Improvement Measures

Parents are engaging in Exhibitions of student work at least twice a year.

Student, parent and teacher reflections and data on Self-determination and Motivation show an increase in the student's confidence in making decisions, and the parents ability to mentor their sons.

Real world learning partnerships are established for students 7 – 12.

Stage 6 students have connections to other learning institutions, including portfolio entry to university.

Community has a positive perception of the school.

Progress towards achieving improvement measures

Process 1: Parent engagement in student learning and exhibitions.

Evaluation	Funds Expended (Resources)
Attendance at events, hits on social media.	\$20,000

Process 2: Parents are supported to be mentors in guiding their son's in making choices. (Schools Plus)

Evaluation	Funds Expended (Resources)
Collate and analyse trends in passion profiles and reflections.	\$50,000

Process 3: Real world learning partnerships and connections to other learning institutions expanded.

Evaluation	Funds Expended (Resources)
Partnerships are ready to enable co-designing of learning	\$20,00

Process 4: Building positive perceptions in the community. The culture of the school is evident in curated student work, social media and all communications.

Evaluation	Funds Expended (Resources)
Parent and student feedback indicates improved perceptions of the school.	\$40,000

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4148	All Aboriginal students have a personalised plan.
English language proficiency	\$318,291	Parallel classes successfully supporting students. Individual support mechanisms in place and staff professional learning conducted
Low level adjustment for disability	\$357,052	All students with additional needs supported by qualified staff.
Socio-economic background	\$822,774	See evaluation for all 3 strategic directions.
Support for beginning teachers	\$14,000	All beginning teachers supported by Head Teacher and other initiative relevant to each individual.
Targeted student support for refugees and new arrivals	\$7,091	See evaluation of English Language proficiency.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	598	559	548	543
Girls	0	0	0	0

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.1	92.2	92.1	88.8
8	91.9	85.7	89	88.3
9	89.2	85.6	83.3	84.1
10	88.4	83.9	81.8	74.5
11	86.6	87.1	86.3	88.4
12	85.7	87.2	87	87.2
All Years	89.2	86.8	86.3	84.7
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	20
Employment	N/A	N/A	18
TAFE entry	N/A	N/A	9
University Entry	N/A	N/A	53
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

Year 12 students undertaking vocational or trade training

19.51% of Year 12 students at Liverpool Boys High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

85.9% of all Year 12 students at Liverpool Boys High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	31.2
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
Teacher ESL	2.6
School Counsellor	0.8
School Administration and Support Staff	8.08
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,586,924
Revenue	8,306,765
Appropriation	7,990,104
Sale of Goods and Services	167,469
Grants and contributions	137,847
Investment income	10,844
Other revenue	500
Expenses	-8,341,167
Employee related	-7,324,564
Operating expenses	-1,016,603
Surplus / deficit for the year	-34,402

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	68,530
Equity Total	1,502,264
Equity - Aboriginal	4,148
Equity - Socio-economic	822,774
Equity - Language	318,291
Equity - Disability	357,052
Base Total	5,903,724
Base - Per Capita	128,582
Base - Location	0
Base - Other	5,775,143
Other Total	350,876
Grand Total	7,825,395

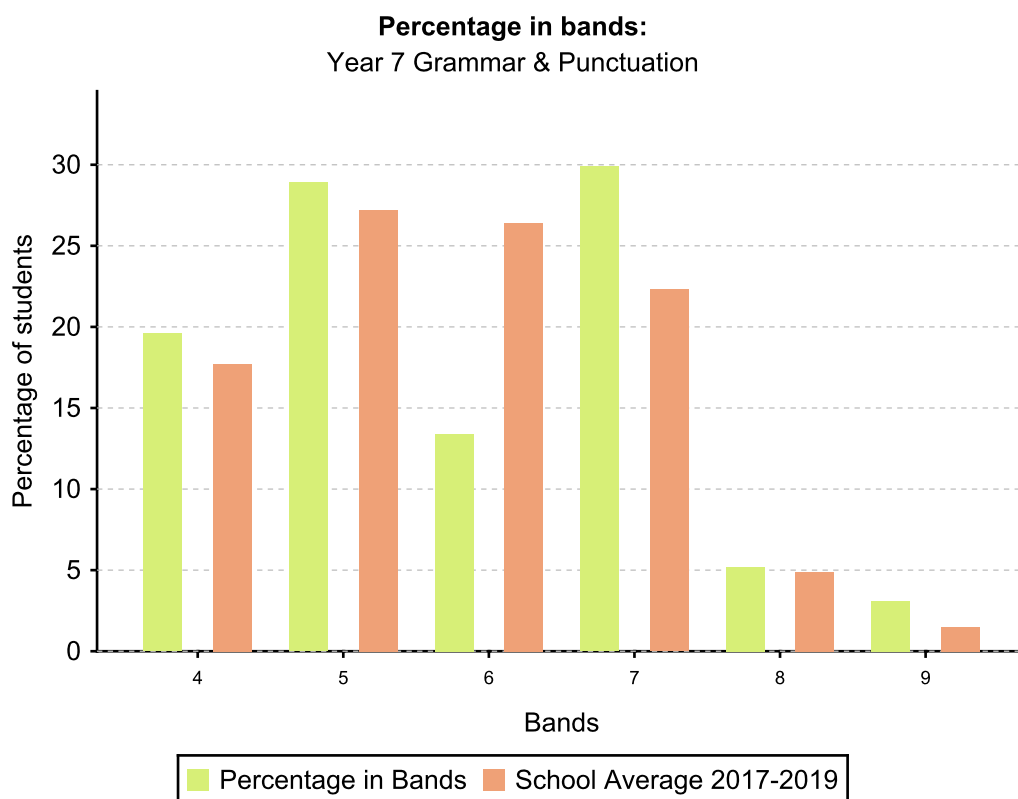
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

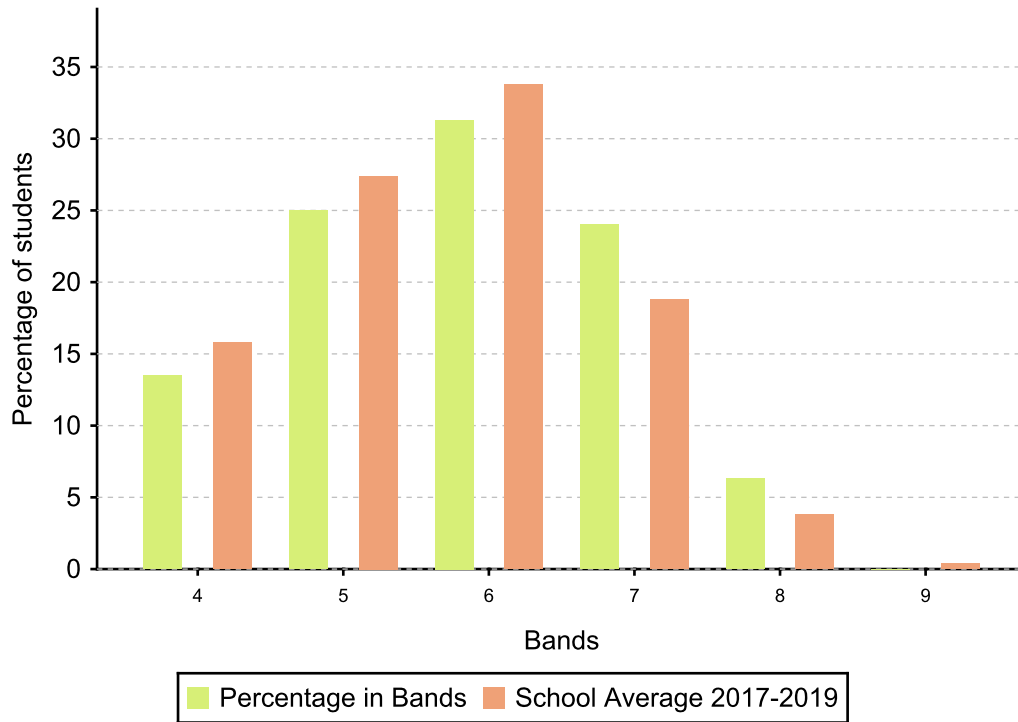
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



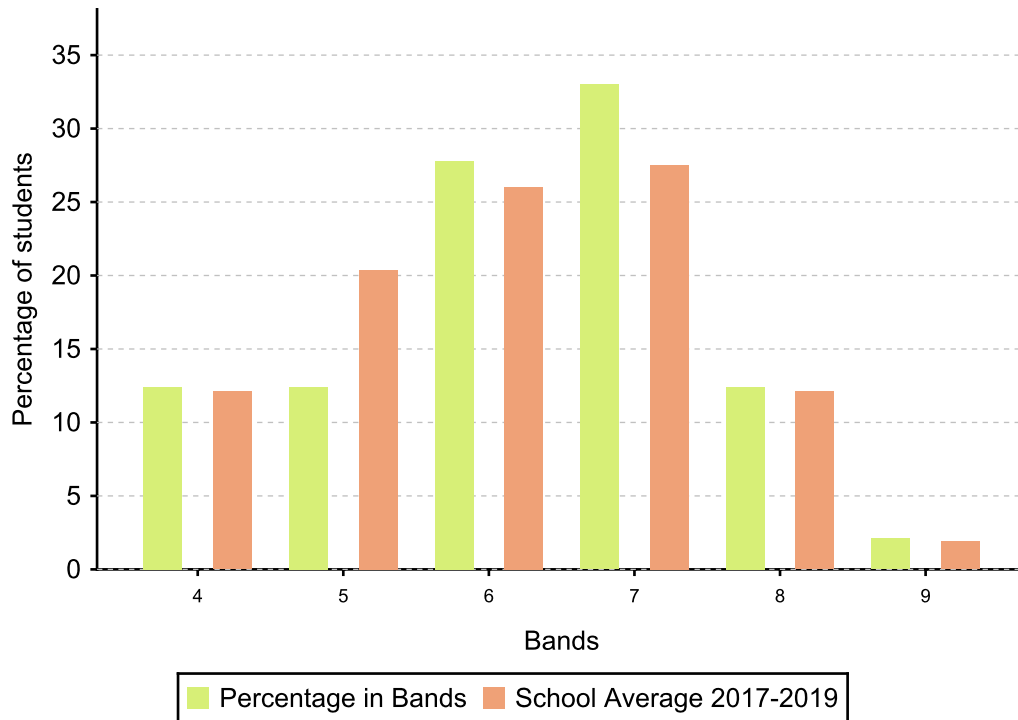
Band	4	5	6	7	8	9
Percentage of students	19.6	28.9	13.4	29.9	5.2	3.1
School avg 2017-2019	17.7	27.2	26.4	22.3	4.9	1.5

**Percentage in bands:
Year 7 Reading**



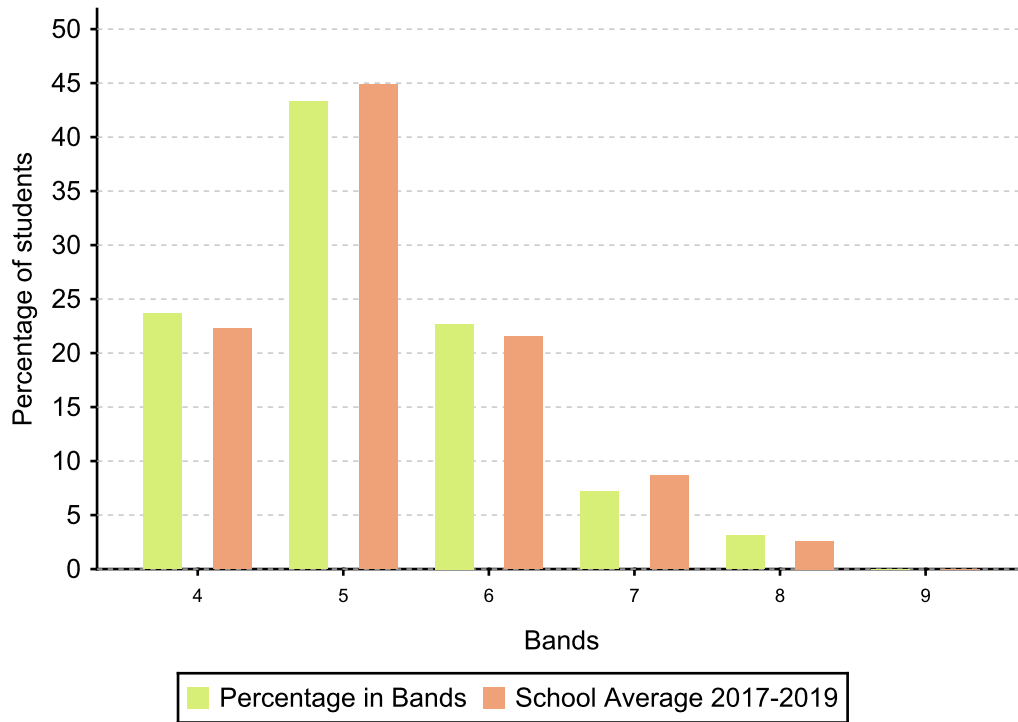
Band	4	5	6	7	8	9
Percentage of students	13.5	25.0	31.3	24.0	6.3	0.0
School avg 2017-2019	15.8	27.4	33.8	18.8	3.8	0.4

**Percentage in bands:
Year 7 Spelling**



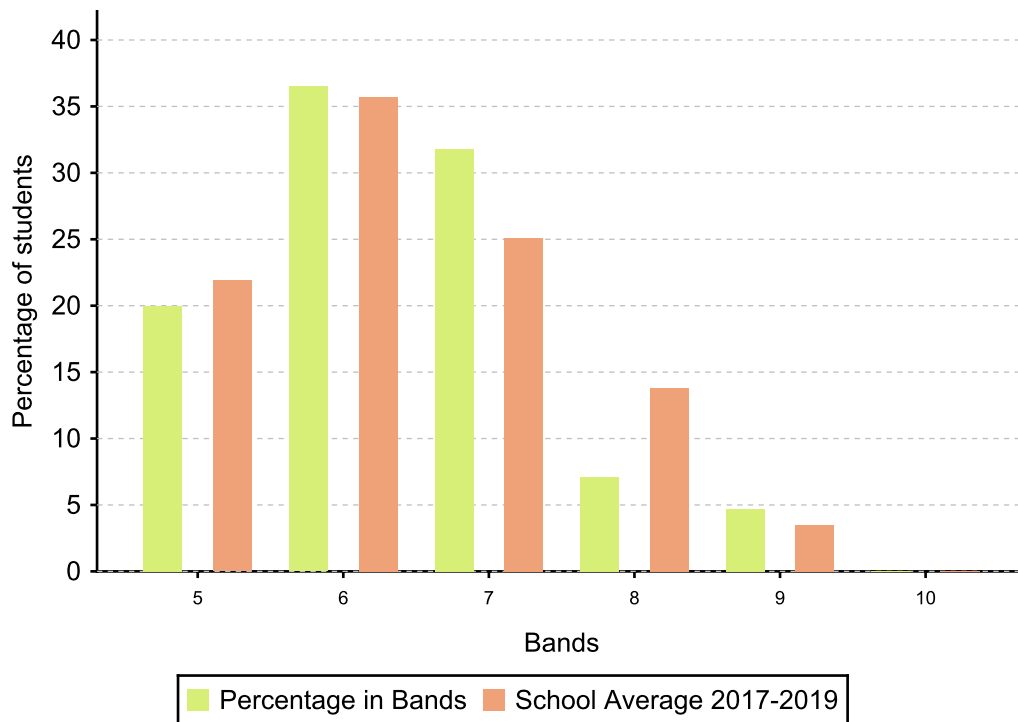
Band	4	5	6	7	8	9
Percentage of students	12.4	12.4	27.8	33.0	12.4	2.1
School avg 2017-2019	12.1	20.4	26	27.5	12.1	1.9

Percentage in bands:
Year 7 Writing



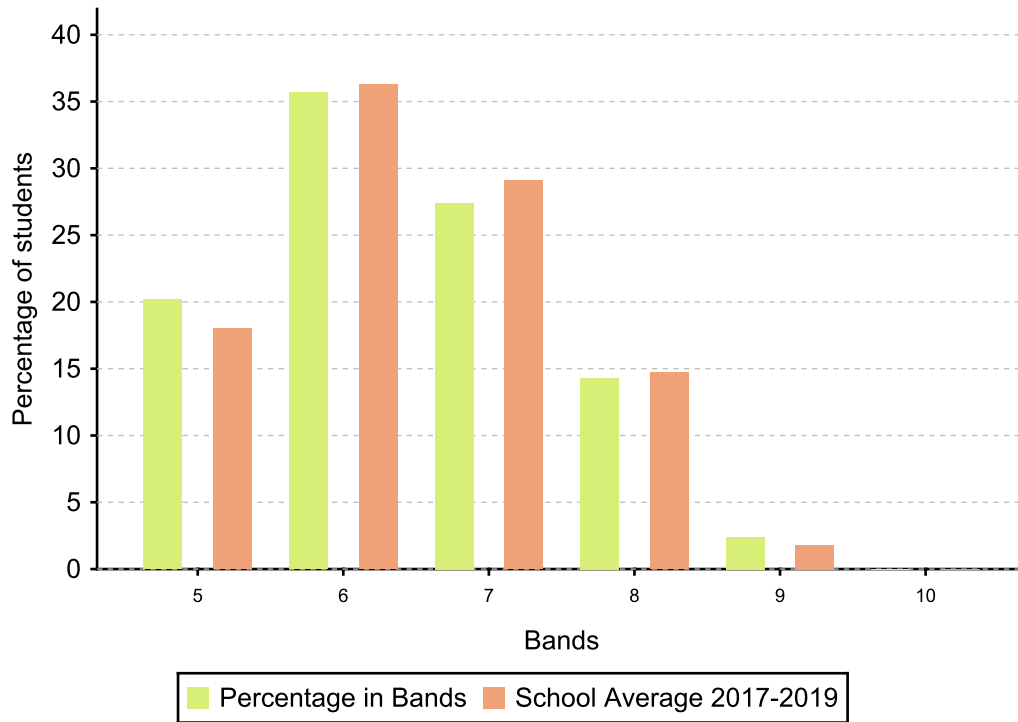
Band	4	5	6	7	8	9
Percentage of students	23.7	43.3	22.7	7.2	3.1	0.0
School avg 2017-2019	22.3	44.9	21.5	8.7	2.6	0

Percentage in bands:
Year 9 Grammar & Punctuation



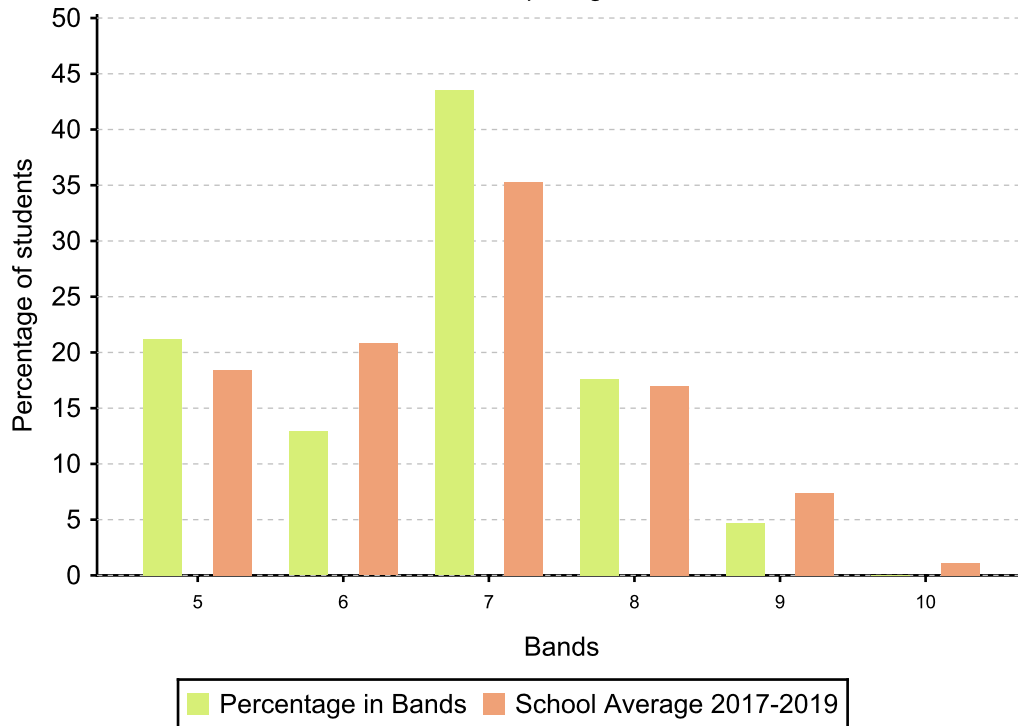
Band	5	6	7	8	9	10
Percentage of students	20.0	36.5	31.8	7.1	4.7	0.0
School avg 2017-2019	21.9	35.7	25.1	13.8	3.5	0

Percentage in bands:
Year 9 Reading



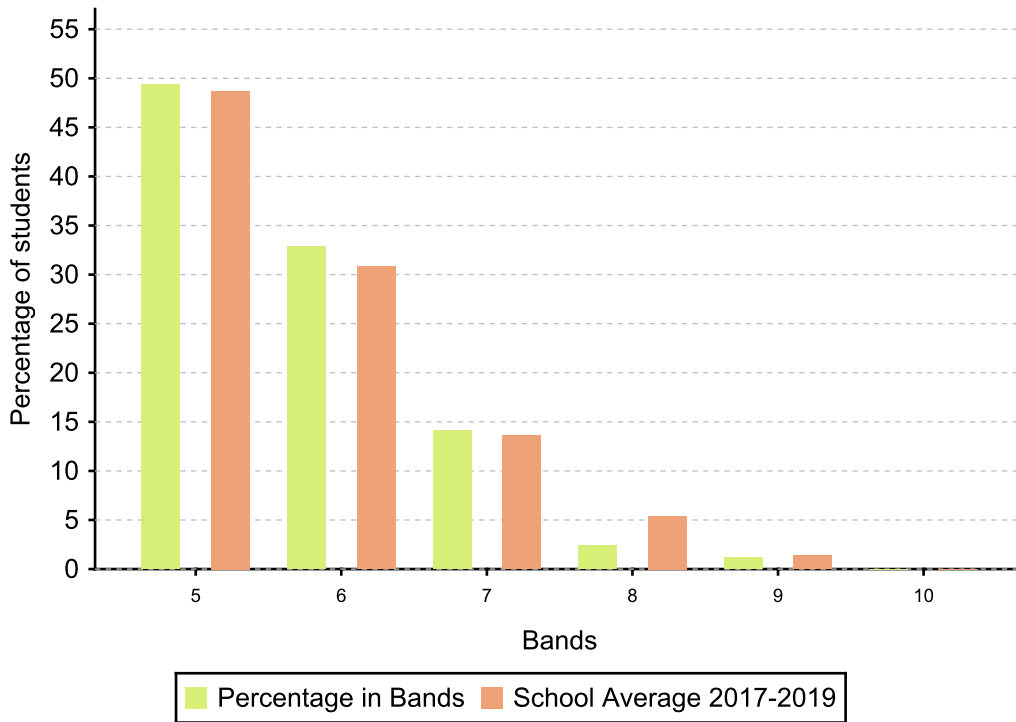
Band	5	6	7	8	9	10
Percentage of students	20.2	35.7	27.4	14.3	2.4	0.0
School avg 2017-2019	18	36.3	29.1	14.7	1.8	0

Percentage in bands:
Year 9 Spelling



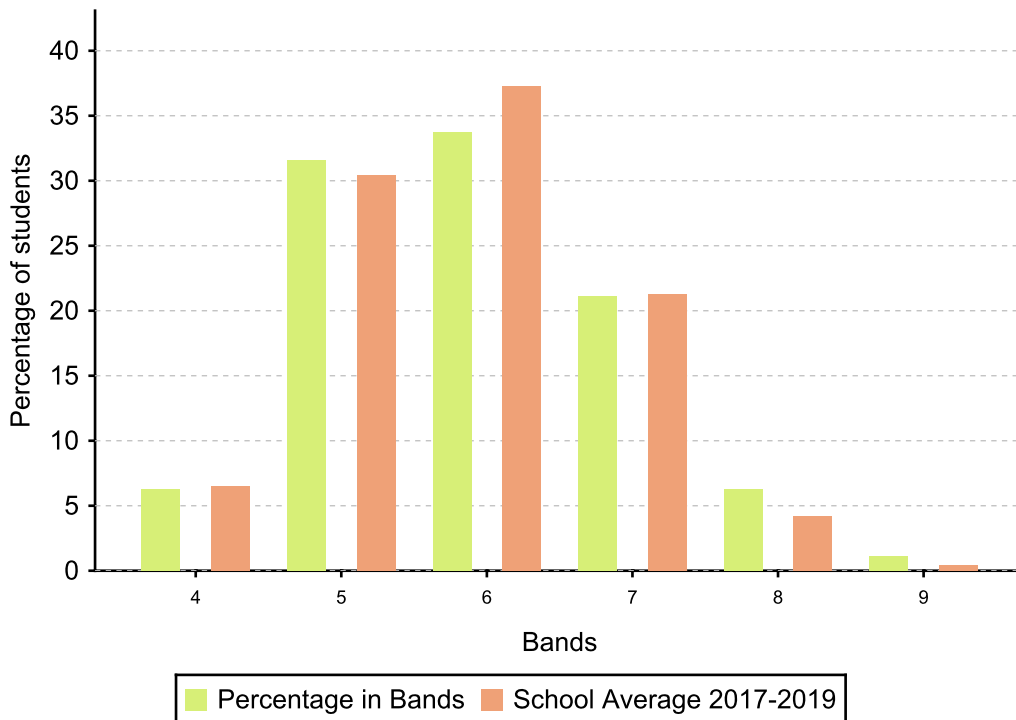
Band	5	6	7	8	9	10
Percentage of students	21.2	12.9	43.5	17.6	4.7	0.0
School avg 2017-2019	18.4	20.8	35.3	17	7.4	1.1

Percentage in bands:
Year 9 Writing



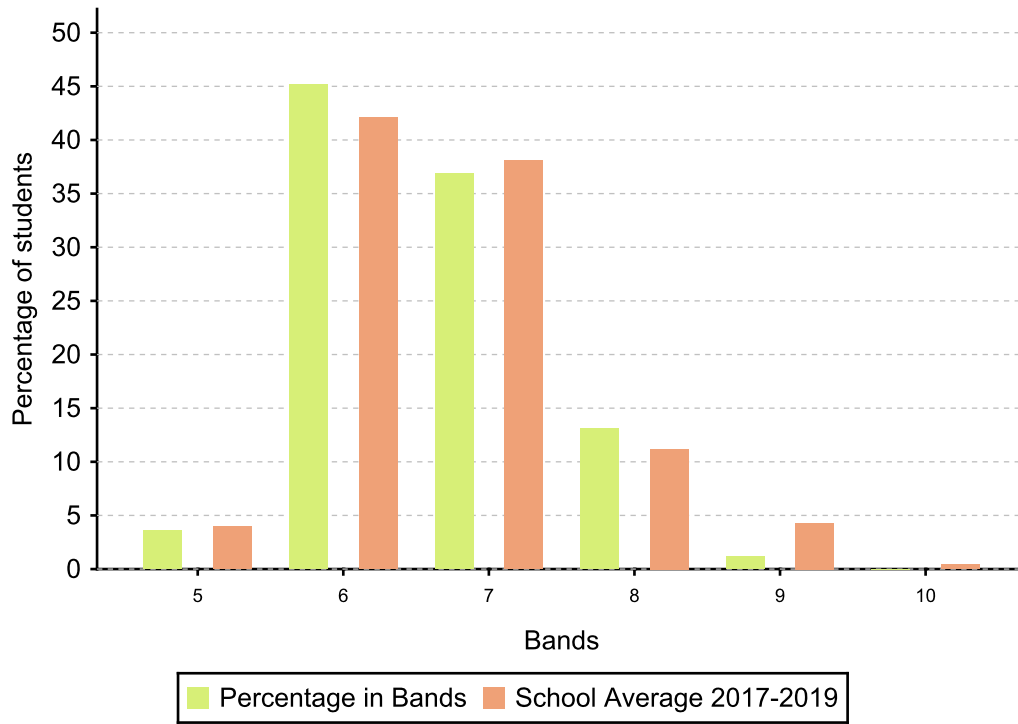
Band	5	6	7	8	9	10
Percentage of students	49.4	32.9	14.1	2.4	1.2	0.0
School avg 2017-2019	48.7	30.8	13.6	5.4	1.4	0

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	6.3	31.6	33.7	21.1	6.3	1.1
School avg 2017-2019	6.5	30.4	37.3	21.3	4.2	0.4

**Percentage in bands:
Year 9 Numeracy**

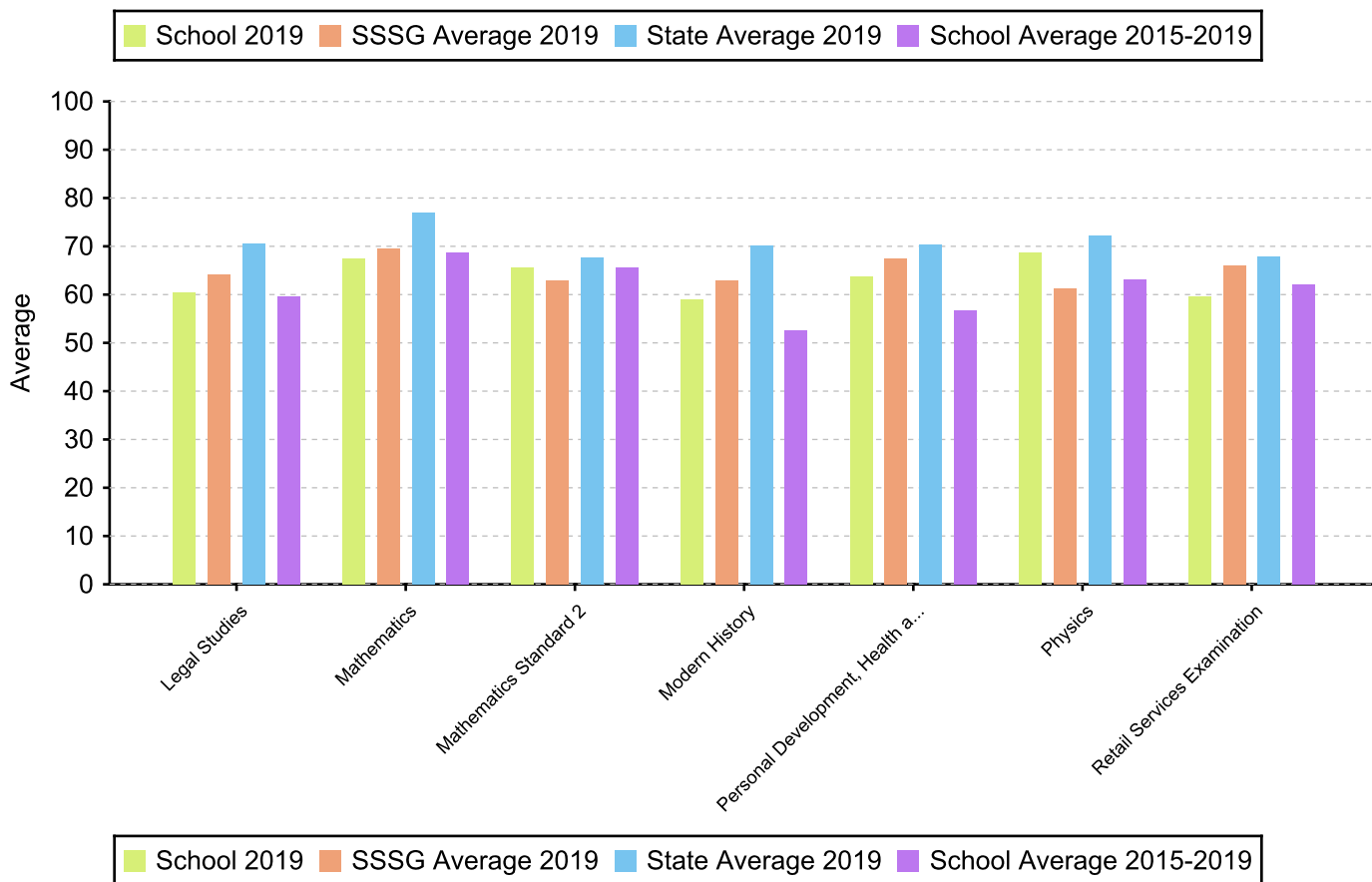
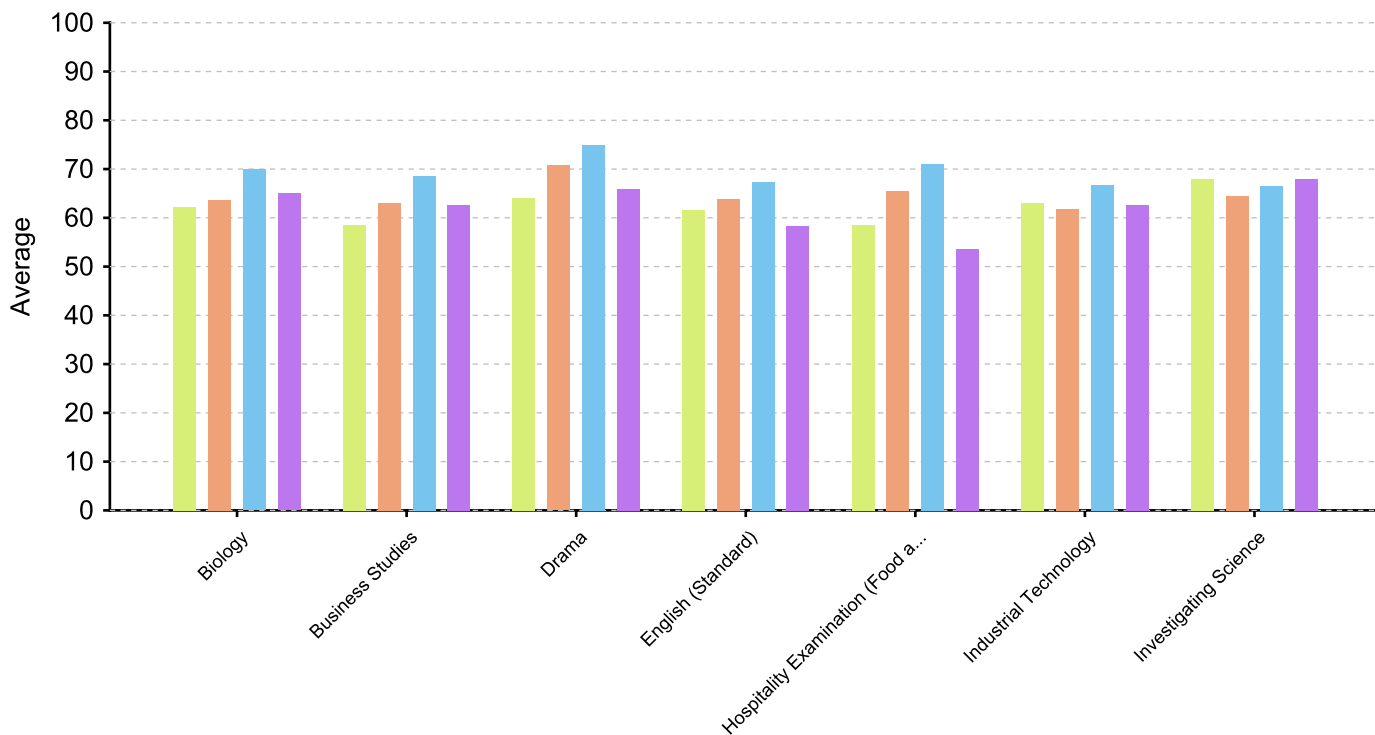


Band	5	6	7	8	9	10
Percentage of students	3.6	45.2	36.9	13.1	1.2	0.0
School avg 2017-2019	4	42.1	38.1	11.2	4.3	0.4

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	62.2	63.7	69.9	65.0
Business Studies	58.5	63.1	68.6	62.7
Drama	64.0	70.7	75.0	65.9
English (Standard)	61.6	63.9	67.3	58.4
Hospitality Examination (Food and Beverage)	58.6	65.5	71.1	53.7
Industrial Technology	63.1	61.8	66.8	62.6
Investigating Science	67.9	64.4	66.5	67.9
Legal Studies	60.5	64.2	70.6	59.6
Mathematics	67.5	69.5	76.9	68.7
Mathematics Standard 2	65.6	63.0	67.7	65.6
Modern History	58.9	63.0	70.2	52.7
Personal Development, Health and Physical Education	63.8	67.5	70.5	56.8
Physics	68.8	61.3	72.1	63.2
Retail Services Examination	59.7	66.1	68.0	62.0

Parent/caregiver, student, teacher satisfaction

The school sought the opinions of parents, students and teachers by a wide variety of means. The school ran a number of parent events which were well attended including stage 5 subject selection evenings – one per class and the parent cafe. The feedback from parents was positive at all these events. In particular the parents valued the innovative approach of the school. They engaged well with the skills and capabilities framework and support the future directions of the school. Parents, students and teachers were very proud of the school winning the Australian Secondary Government School of the year 2019. To be acknowledged as a school of outstanding practice and innovation was a great boost for all, and teachers in particular gave very positive feedback and feel the award was appropriate recognition for their hard work over many years. When students are asked about their courses in stage 5, every student can rate one or more course at 4 or 5 stars, which is a tremendous achievement.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.