

# 2020 Annual Report

## Liverpool Boys High School



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# Introduction

The Annual Report for 2020 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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Liverpool Boys High School

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## School vision

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. In 2020 it had 530 students, 88% from a language background other than English representing nearly 60 cultural groups. The school values are Respect, Responsibility and Learning. The school slogan is "We Choose our Success" drawing on the key principles of choice, personalisation and achievement.

The school has a strong commitment from staff to a culture of innovation including our vertical senior school, Project Based Learning and the Big Picture Education Australia Academy. The school has received significant equity funding for many years. The school won the Australian Education Awards for Best Government Secondary School in 2019 and was a finalist in the 2020 awards for Principal of the Year and Teacher of the Year. We also received the Excellence award for School of the Year and Curriculum Innovation of the Year for our Take Over project in partnership with the Sydney Opera House.

## 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>

## 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.

Stage 4 Literacy and numeracy shows student growth in internal school measures.

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
A draft version of literacy and numeracy was developed and piloted in a year 7 class. It was successful in teachers identifying areas of need and for students to self identify their literacy and numeracy levels.	Literacy and Numeracy team, Professional Learning  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$50000.00)</li></ul>

**Process 2:** Target groups of under performing stage 4 students

Evaluation	Funds Expended (Resources)
Due to COVID lockdowns and changes to staff, the support was unable to be fully implemented. The support will be increased in 2021 targeting year 8 and 9 students.	Literacy and Numeracy teacher, SLSO, professional learning  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$150000.00)</li></ul>

**Process 3:** Planning for Literacy and Numeracy in stage 5

Evaluation	Funds Expended (Resources)
Whilst some initiatives were piloted in 2020, the program was disrupted due to COVID and the pilot work was extended into 2021.	Allowance for Head Teachers of English and Mathematics  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$20000.00)</li></ul>

## 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 stages 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)
The COVID lockdown meant the school had to delay the implementation of this activity until 2021.	

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

Evaluation	Funds Expended (Resources)
The mentoring of senior students enabled all year 12 students to have a realistic post school pathway. Year 10 and 11 made good subject choices with a reduction in subject changes by over two thirds. Mentoring of year 7 was piloted around the passion project in term 3. The year 7 mentoring was impacted by the COVID lockdown.	Head Teacher Community and year advisors  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$50000.00)</li></ul>

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

Evaluation	Funds Expended (Resources)
Around 90% of students now have their own device. All teachers are using Google Classroom or Microsoft Teams to deliver learning. The school invested in updated technology including laser cutters and 3D printers.	Technology equipment. Community team support to implement BYOD  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$40000.00)</li></ul>

**Process 4:** Explore innovative learning practices for stage 6.

Evaluation	Funds Expended (Resources)
The pilot Capability Graduation Certificate for year 12 was created and issued to all students. It is based on stage 6 assessment tasks and level frameworks developed in consultation with Melbourne University. The work will be refined in 2021.	CAPRI team, mentors from Melbourne University  <b>Funding Sources:</b>

## Progress towards achieving improvement measures

The pilot Capability Graduation Certificate for year 12 was created and issued to all students. It is based on stage 6 assessment tasks and level frameworks developed in consultation with Melbourne University. The work will be refined in 2021.

- Socio-economic background (\$40000.00)

## 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)
Due to COVID restrictions we were unable to have parents attend exhibitions in 2020.	

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

Evaluation	Funds Expended (Resources)
Whilst we were unable to make significant progress due to COVID restrictions, we ran a successful stage 5 subject selection process with families completing reflection books as part of student mentoring and choice.	

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

Evaluation	Funds Expended (Resources)
We were unable to expand on our partnerships significantly across 2020 due mainly to COVID restrictions.	

**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)
Social media posts were dramatically increased across 2020 receiving positive feedback. The school rebranded across 2020 to improve perceptions. From community feedback the school also initiated the creation of an Academic Excellence Stream to start in 2022.	Community partnership officer <b>Funding Sources:</b> • Socio-economic background (\$40000.00)



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Teacher support  <b>Funding Sources:</b> • Aboriginal background loading (\$5 004.00)	All Aboriginal students have an individual plan negotiated between the student and teacher.
<b>English language proficiency</b>	3.0 EALD teachers  <b>Funding Sources:</b> • English language proficiency (\$309 010.00)	The school ran parallel humanities classes to provide intensive support in years 8, 9 and 10 and withdrawal and in class support across 7 to 12.
<b>Low level adjustment for disability</b>	3.6 LaST  3 SLSO  <b>Funding Sources:</b> • Integration funding support (\$61 439.00) • Low level adjustment for disability (\$365 240.00)	In class and withdrawal support provided to identified students. Professional development support provided to teachers.
<b>Socio-economic background</b>	See strategic directions for resourcing  <b>Funding Sources:</b> • Socio-economic background (\$997 319.00)	See evaluation from the strategic directions.
<b>Support for beginning teachers</b>	Head teachers	Beginning teachers provided time and mentoring support.
<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> • Targeted support for refugees and new arrivals (\$12 843.00)	The school ran parallel humanities classes to provide intensive support in years 8, 9 and 10 and withdrawal and in class support across 7 to 12.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	559	548	543	519
Girls	0	0	0	0

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.2	92.1	88.8	90.1
8	85.7	89	88.3	88.9
9	85.6	83.3	84.1	89.4
10	83.9	81.8	74.5	85.5
11	87.1	86.3	88.4	84.9
12	87.2	87	87.2	91.5
All Years	86.8	86.3	84.7	88.3
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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	11	N/A	10
Employment	56	68	27
TAFE entry	22	27	19
University Entry	N/A	5	44
Other	N/A	N/A	N/A
Unknown	11	N/A	N/A

## Year 12 students undertaking vocational or trade training

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25.14% of Year 12 students at Liverpool Boys High School undertook vocational education and training in 2020.

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

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66.7% of all Year 12 students at Liverpool Boys High School who expected to complete Year 12 in 2020 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
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	1,552,521
<b>Revenue</b>	8,801,329
Appropriation	8,464,387
Sale of Goods and Services	143,775
Grants and contributions	185,730
Investment income	3,537
Other revenue	3,900
<b>Expenses</b>	-8,727,900
Employee related	-7,767,057
Operating expenses	-960,843
<b>Surplus / deficit for the year</b>	73,429
<b>Closing Balance</b>	1,625,951

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	54,141
<b>Equity Total</b>	1,698,450
Equity - Aboriginal	5,004
Equity - Socio-economic	997,319
Equity - Language	330,887
Equity - Disability	365,240
<b>Base Total</b>	6,073,802
Base - Per Capita	130,618
Base - Location	0
Base - Other	5,943,184
<b>Other Total</b>	332,984
<b>Grand Total</b>	8,159,377

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

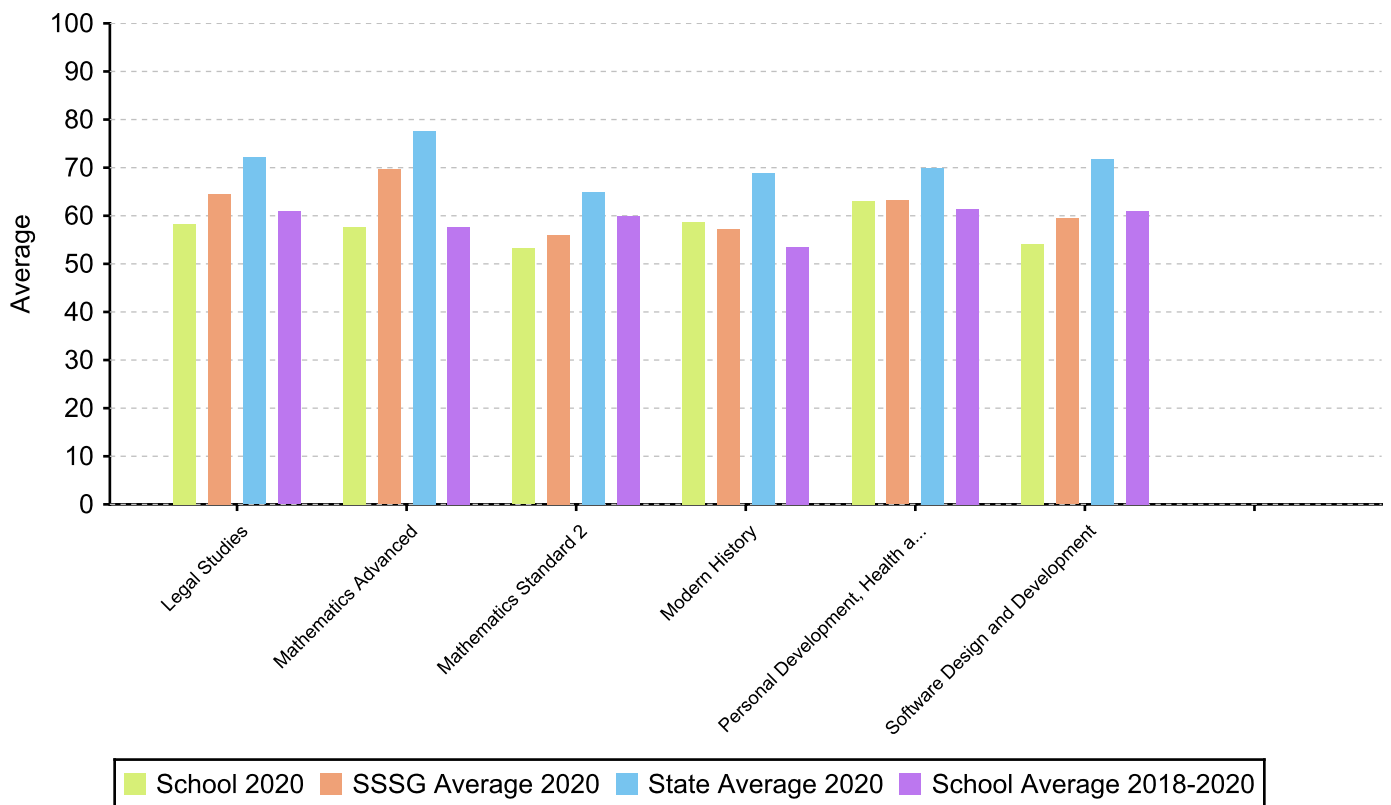
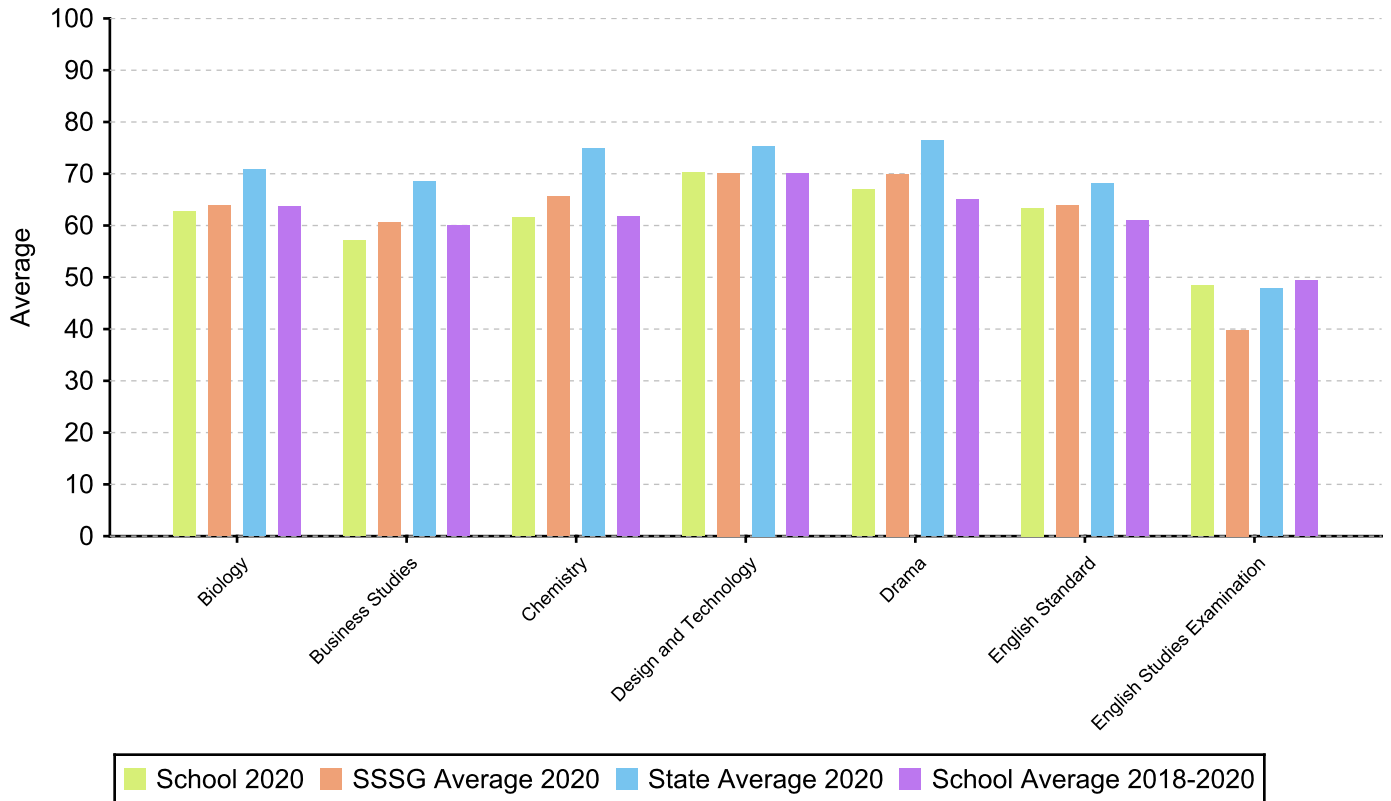
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



# 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.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Biology	62.7	63.9	70.8	63.6
Business Studies	57.1	60.5	68.6	60.0
Chemistry	61.5	65.7	74.8	61.7
Design and Technology	70.3	70.2	75.4	70.1
Drama	67.0	70.0	76.4	65.0
English Standard	63.4	64.0	68.1	61.0
English Studies Examination	48.4	39.8	47.9	49.4
Legal Studies	58.3	64.5	72.1	60.9
Mathematics Advanced	57.7	69.6	77.7	57.7
Mathematics Standard 2	53.2	56.0	64.9	60.0
Modern History	58.7	57.3	68.9	53.6
Personal Development, Health and Physical Education	63.0	63.2	69.9	61.4
Software Design and Development	54.2	59.5	71.8	61.0

## Parent/caregiver, student, teacher satisfaction

In 2020 students in 8 - 10 were surveyed about their engagement and wellbeing.

The boys rated every course (project) from 1 to 5 stars:

- 100% of year 9 and year 10 boys gave 1 or more projects 4 or 5 stars
- 92% of year 8 gave 1 or more projects 4 or 5 stars.
- 55% of year 8 gave 5 Stars to at least one project (these are all compulsory projects)
- 88% of year 9 gave 5 Stars to at least one project
- 86% of year 10 gave 5 Stars to at least one project

Expectations and well-being:

- 92% of year 8 students rated their teacher as having high expectations always (55%) or usually (37%)
- 96% of year 9 students rated their teacher as having high expectations always (67%) or usually (29%)
- 98% of year 10 students rated their teacher as having high expectations always (79%) or usually (19%)
- 51% of year 8 always or usually feel supported and respected
- 59% of year 9 always or usually feel supported and respected
- 71% of year 10 always or usually feel supported and respected
- 32% of year 8 indicated they have an adult at school to talk with
- 36% of year 9 indicated they have an adult at school to talk with
- 46% of year 10 indicated they have an adult at school to talk with

Engagement with learning is very high across the school and staff have high expectations. Year 10 is clearly the strongest in all measures and this is due to the extensive mentoring of year 10 students around subject choices.

The school spoke with parents and staff and the findings are that:

- We have a happy, safe and friendly school environment that promotes student and staff wellbeing.
- We have a high level of collegial support, trust and humour. That open and honest communication exists in the school, enabling staff to direct their energies towards meeting the needs of our students.
- There are supportive and professional relationships with students characterised by an active Learning Support Team.
- The school strategically responded to the COVID pandemic by ensuring that we supported the mental health and well-being of staff and students.
- Staff reported high levels of support and communication across COVID lockdowns which helped reduce stress and enabled staff to support students.
- Most students were able to connect with on-line learning and reported a high level of support from staff.
- The programs at LBHS have a positive and significant impact on attitudes to learning, social relationships and student achievement.
- We offer extensive staff Professional Development and Planning and that this investment in our staff creates a strong sense of connection with the school and produces improved learning experiences for the students.
- Professional Learning has proven to be most effective when teams of teachers are released to work on common areas of school improvement and engage in action research to address identified needs.
- The Parent Cafe provide an opportunity for parents to engage more with the school in a comfortable setting and be informed about school policies and events
- Reflections and findings from the Parent Cafe forums conducted indicate a high level of recognition for the hard work of staff.
- Feedback from feeder school parents indicates that LBHS needs to improve its perceptions in the community and that an Academic Excellence Stream will both improve perceptions and provide opportunities for high potential and gifted students.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.