

School plan 2018-2020

Liverpool Boys High School 8186



School background 2018–2020

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)

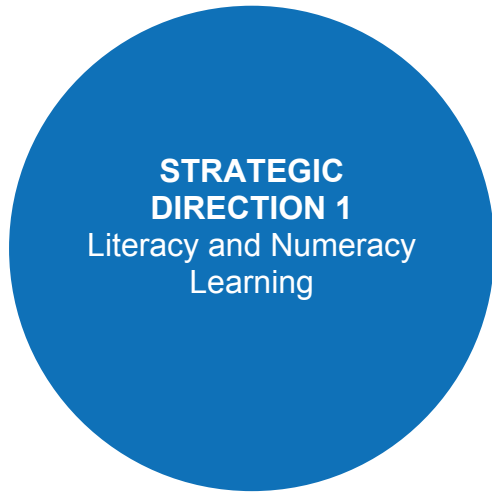
School context

Liverpool Boys High School is a comprehensive boys school in the south west of Sydney. It has 563 students, 88% from a non-English speaking background representing nearly 60 cultural groups. The school values are Respect, Responsibility and Learning. The school has a strong commitment from staff to a culture of innovation including our Focus on Reading program, vertical senior school and project based learning. The school has received significant equity funding for many years, completed the last year of low SES National Partnership funding in 2015 and is one of the 229 schools for increased flexibility. In 2018 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.

School planning process

The school engaged in extensive consultation with staff and parents across 2013 to develop the strategic directions for 2014. This process was reviewed in 2017 with staff and parents and overwhelming the decision was to maintain the strategic directions for 2018 – 2020. The key improvement measures and a 5P planning page for each strategic direction, including the purpose, people, processes, practices and products, was developed by the executive team in consultation with the staff and parents.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Literacy and Numeracy
Learning

Purpose:

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



**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.



**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.

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.

People

Students

All students develop and use Focus on Reading strategies and numeracy strategies in every classroom.

Leaders

All executive lead the implementation of focus on reading and numeracy strategies within their teams.

Parents/Carers

Parents participate in literacy and numeracy forums.

Staff

All staff embed Literacy and Numeracy into all projects. All staff use the Literacy and numeracy Progressions / Wheels to identify and address literacy needs for students.

Processes

Staff trained in and using Literacy and Numeracy Progressions / Wheels.

Target a group of under performing mid-range year 8 students for intervention.

Explicit literacy and numeracy learning built into stage 4 projects – In year 7 via the 'Sporting' Project line, and in year 8 via the Humanities and STEM project lines.

Evaluation Plan

- Classroom observations show literacy and numeracy strategies evident.
- Document review shows literacy and numeracy in all faculty programs, assessment and reports.
- Trial Best Start year 7 in term 4.
- Literacy and numeracy learning goals from the performance development plans are achieved by staff.
- NAPLAN targets achieved.

Practices and Products

Practices

Staff use literacy and numeracy strategies in all classes.

Literacy and Numeracy outcomes mapped across 7 – 10.

Products

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

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

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
Alternate pathways for stage 6 established including portfolio entry into Western Sydney University and Wollongong University.
An alternative learning structure called LBHS v2.0 is explored and implemented.
Talented Football Program is successfully implemented.
Student engagement improved as measured by Tell Them From Me survey.
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.

People
Students
Students learn using innovative practices and can demonstrate the general capabilities (Australian Curriculum). Students can self-direct their learning paths with support via mentoring.
Staff
Staff have professional development in the delivery of innovative learning. Employ a curriculum coach to assess depth of projects.
Leaders
Leadership opportunities are created for staff to lead other staff in delivering innovative practices.
Parents/Carers
Parents and carers are engaged in student learning and have opportunities to participate in learning forums to shape the direction of innovations.
Community Partners
Community partners are engaged in providing real world connections for learning.

Processes
Implement innovative learning structures and teaching practices 7 – 12. (LBHS v2.0)
Establish processes to mentor students and track student self-directed curriculum choices within innovative structures. (LBHS v2.0)
Create an effective future focused technology culture (including BYOD).
Establish a Talented Football Program (TFP) stage 4 to 6 within the curriculum.
Evaluation Plan
<ul style="list-style-type: none"> Innovative learning is evident in all classrooms. Whole school structures and organisation supports innovative learning. Tell Them from Me survey indicates improvement in student engagement. Data improves: Stage 6 assessment, attendance and parent/student feedback.

Practices and Products
Practices
The general capabilities (Australian Curriculum) are taught and learnt by all.
Learning is student self-directed and real world focused.
Students are mentored to choose their own learning pathways, which are tracked.
Future focused technology is utilised to support student learning.
Products
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.
Alternate pathways for stage 6 established including portfolio entry into Western Sydney University and Wollongong University.
An alternative learning structure called LBHS v2.0 is explored and implemented.
Talented Football Program is successfully implemented.
Student engagement improved as measured by Tell Them From Me survey.

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.

People

Students

- Students are developed to make real word connections to enhance their learning.
- Students are mentored in making choices. (Schools Plus)
- Students are exposed to a wide range of experiences to build interest and passion. (Schools Plus)

Staff

- Staff are developed to create partnerships that benefit student learning
- Staff are developed in mentoring students, and support parents in mentoring students. (Schools Plus)
- Staff are developed to provide a wide range of experiences with parents for students.(Schools Plus)

Leaders

- Leaders undertake professional learning around developing staff to make real world connections.
- Leaders undertake professional learning around developing staff to lead mentoring of students by parents. (Schools Plus)

Parents/Carers

- Parents are supported to understand the importance of their direct involvement in learning and exhibitions.
- Parents are supported to mentor their sons in making choices. (Schools Plus)

Processes

Parent engagement in student learning and exhibitions.

Parents are supported to be mentors in guiding their son's in making choices using the Passion Toolkit. (Schools Plus)

Real world learning partnerships and connections to other learning institutions expanded.

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

Evaluation Plan

- Documents show exhibition planning and delivery across the school.
- Parent participation at exhibition grows across the 3 years.
- Collect parent, staff and student reflections. (Schools Plus)
- Collect and analyse data on student's self-determination and motivation. (Schools Plus)
- Compile the range of experiences students have undertaken. (Schools Plus)

Practices and Products

Practices

Students have a mentor at school and home to help guide choices. (Schools Plus)

Students are making choices based on interest and passion.

Students are accessing real world experts and places that enhance learning.

Staff are supporting students in making real world links.

The culture of the school is evidenced by curated student work and our social media.

Products

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.

Strategic Direction 3: Community Learning

People
<ul style="list-style-type: none">• Parents are supported to expose their sons to a wide range of experiences to build interest and passion. (Schools Plus)
Community Partners
<ul style="list-style-type: none">• Community partners work with the school to create mutually beneficial partnerships.