Strategic Improvement Plan 2021-2024

Liverpool Boys High School 8186

School vision and context

School vision statement

In 1964 the school developed this vision: "This school is dedicated to the advancement of learning, the development of character and the betterment of mankind." Whilst the language is outdated the sentiment remains true. In 2014 extensive staff and community consultation resulted in an updated vision statement: "Learning is the pathway of self-discovery, making connections with a constantly changing world in order to grow a successful future." The bedrock of both vision statements is high levels of literacy and numeracy for all students. The recent consultation with staff students and community have reinforced these vision statements and they continue to underpin all our work to support our boys to be successful students by promoting the intellectual, physical, social, emotional, moral, spiritual, and aesthetic development and wellbeing of all our students.

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. The high-level areas of improvement relate to literacy and numeracy, embedding innovative practices including the measurement of capabilities and improving attendance, enrolment, and student well-being.

Strategic Direction 1: Student growth and attainment

Purpose

Literacy and numeracy are the core skills for all learners to communicate, collaborate, develop values, think critically and create - both in school and beyond. A shared belief, responsibility and accountability across staff, students and parents/carers will enable a pathway of student success, growth and attainment in numeracy, reading and writing from year 7 to graduation and beyond.

Improvement measures

Target year: 2023

The percentage of students who achieve expected growth in numeracy increases by 5 percentage points.

Target year: 2023

The percentage of students who achieve expected growth in reading increases by 7 percentage points.

Target year: 2022

The percentage of students who achieve top 2 bands in numeracy increases by 6 percentage points.

Target year: 2022

The percentage of students who achieve top 2 bands in reading increases by 7 percentage points.

Target year: 2022

The percentage of students who achieve top 3 band result in the HSC increases by 7 percentage points.

Initiatives

Implement literacy and numeracy expectations in stage 4

- Develop numeracy, reading and writing Expectations for stage 4 students
- Explicitly teach the students to self-assess against the Expectations
- Explicit teaching of Literacy and numeracy skills/strategies
- Renaissance Reading Programme
- Scheduled meetings (3 way) with carers/parents for students to share their learnt skills in Literacy and Numeracy
- Electives have literacy and numeracy pre-requisites as appropriate
- Extensive professional learning for staff
- Extensive data collection and tracking of student progress to assess student progress and inform practises

Whole school literacy and numeracy

- Collaborative cross faculty groups are used to establish literacy and numeracy direction
- Develop Expectations for stage 5 to determine when students are ready to undertake stage 6 courses
- Implement school wide literacy and numeracy skills/strategies in all courses
- Implement ALARM writing matrix into stage 6 with a focus on the written component of HSC major work courses and to improve extended responses in all courses
- Extensive professional learning for staff in literacy and numeracy and in improving outcomes for HSC students.
- Create and provide a range of learning support structures for students who don't meet literacy and numeracy expectations including a 'Learning Lab'

Success criteria for this strategic direction

- Teachers adjust learning programs to address individual student need and to explicitly address literacy and numeracy expectations. Students and parents are involved in this planning with student's self-assessing against the expectations.
- Students and parents understand the assessment of the expectations and the benefits for learning.
- Students meet the external improvement measures, and these are consistent with student progress and achievement on internal measures.
- The learning goals of students are informed by analysis of internal and external data and student progress and achievement data. This data is used to implement support programs and interventions such as the 'Learning Lab'.
- Teachers are using effective and explicit teaching methods to measure and track student growth against the expectations until mastery is demonstrated at level 3. Teachers use a full range of assessment strategies and learning goals informed by student data to track students and implement changes in teaching that leads to measurable improvements.
- Teachers evaluate professional learning to promote the most effective strategies and collaborate with staff in other schools to share good practice.
- Teachers collaborate and engage in professional dialogue, negotiated classroom observation, the modelling of effective practice in literacy and numeracy teaching strategies and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in whole school literacy and numeracy results.
- A whole school approach is used in the delivery of ALARM to ensure the most effective evidence-based teaching methods, optimising learning progress for all students, across the full range of abilities.
- Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school (EALD).

Liverpool Boys High School (8186) -2021-2024

Strategic Direction 1: Student growth and attainment

Initiatives

- Professional learning for staff in teaching EAL/D students

Evaluation plan for this strategic direction

The school will collect the following data:

- NAPLAN
- BEST START
- Student work Samples
- Smart Maths data
- Renaissance Reading data
- Parent feedback
- Student feedback
- Teacher feedback
- Analysis of teaching programs
- Professional Learning evaluations
- HSC results
- Lesson observation reports

The evaluation plan will include:

- Triangulation of data
- Analysis of feedback
- Regular review of all the data to create an individual profile for every student
- Regular professional discussion around the efficacy of the program
- Review and refinement of the expectations and strategies
- Review of support for groups of students and individual students

Strategic Direction 2: Creating Innovative learning

Purpose

In a rapidly changing world education empowers students to forge successful pathways. Our students are given a breadth of choice through opportunities and experiences to develop passions and capabilities which will enable them to achieve success at school and in their future. The learning is deep, personalised and connected to the needs of the student and the broader community.

Improvement measures

Target year: 2024

All students actively engage with the creation and ongoing development of their personalised pathway based on passion, interest and achievement that will enable them to reach their aspirational learning goal

Target year: 2024

All students have their capabilities assessed and receive a credential at graduation warranted by a university.

Initiatives

Build LBHS v2.0

- Establish Foundation year
- Develop and implement structures for LBHS v2.0
- Create courses that enhance student capability development
- Co-create courses with students that enable students to self-direct learning
- Build a culture of student voice in curriculum development and decision making
- Extensive Professional Learning in delivering project-based learning
- Create a student self-directed learning space and/or structure
- Develop tracking software to monitor student progress in learning including capabilities

Develop student choice, passion and capability.

- Develop a graduate credential based on capabilities and warranted by a university to be used as an early access scheme
- Re-develop the junior CAPRI capabilities framework and assessment practices
- Expand Big Picture to 4 or 5 advisories
- Expand the partnership with Sydney Opera House and programs like 'Take Over' to develop passion and creativity
- Establish outlearning opportunities for students including SBATS
- Mentor all students to make choices that match their passions, interests, abilities and capabilities
- Develop STEM opportunities and access to resources for students to learn future focused technology skills

Success criteria for this strategic direction

- Foundation year enables all year 7 students to meet literacy and numeracy expectations and begin to develop their interests and create the first stage of their individual learning plans. This creates a culture of high expectations and continuity of learning for all students at transition points.
- LBHS v2.0 is fully established meeting all requirements. All students have an individual learning pathway with high expectations of learning outcomes. Parents are involved in the development of the plans.
- Students and parents understand the assessment approaches used in the school and their benefits for learning. The school uses student assessment and continuous tracking of student progress to inform collective decisions about student learning.
- Student feedback is elicited by teachers and informs well-developed evidence-based approaches, dynamic programs and assessment processes.
- Teachers regularly monitor and review individual student learning needs ensuring that all students are challenged, and adjustments lead to improved learning.
- Teachers routinely use evidence of learning to engage in professional discussion and collaboration to re-develop CAPRI capabilities to meet the learning needs of students.
- All programs are collaboratively designed and co-created with students where applicable and enhance student capability development.
- Professional learning promotes the most effective strategies in implementing project-based learning.
- The school evaluates student learning over time and implements changes in teaching and takes a creative approach to the use of the physical environment to ensure that it optimises learning and a student self-directed learning space is created.
- The school uses a centralised system for collating and reporting of personalised student data to inform staff and students of learning progress and to create

Success criteria for this strategic direction

a capability credential.

- Big Picture has expanded to 4 or 5 advisories to meet the needs of students across different levels of achievement.

- Outlearning is used to enhance the curriculum, build the capabilities of staff and students and provide opportunities for students.

- All students are mentored by trained staff and students can articulate their learning and understand what they need to enable continuous improvement

- Students have access to STEM learning opportunities (in-learning and out-learning) which is integrated with the curriculum.

Evaluation plan for this strategic direction

The school will collect the following data:

- Parent feedback

- Student feedback

- Teacher feedback

- Student work samples

- Student learning pathway plans

- Student assessment tracking data (capabilities, outcomes, literacy, numeracy etc)

- Teaching programs

- Non-ATAR based University offers

- Outlearning opportunities

- SBAT numbers

- Post school destination data

The evaluation plan will include:

- Regular reviews of professional learning (share sessions)

- Analysis of feedback

Strategic Direction 2: Creating Innovative learning

Evaluation plan for this strategic direction

- Review of programs
- Regular professional discussion around the efficacy of the program
- Regular review of all the data to create an individual profile for every student
- Analysis of tracking software for individuals and groups of students
- Regular 'safety net' meetings to ensure all students are supported effectively
- Analysis of capability data
- Effectiveness of strategies to improve student choice
- Student's ability to articulate their passion and learning pathways
- Effectiveness of mentoring structures
- Analysis of STEM opportunities

Strategic Direction 3: Community Learning and School Well being

Purpose

Our school is an integral part of the local community and caters for all students who live within our catchment. We are both responsive to the community needs and lead the community in understanding the opportunities offered at LBHS. We will continue to grow deep partnerships with local business, industry, educational institutions and parents. We need to strengthen academic, emotional and physical well-being because these are at the core of creating a learning community. This will enable our students to grow their passions and interests and become successful contributors to our community.

Improvement measures

Target year: 2023

The percentage of students who have 90% or more attendance increases by 5 percentage points

Target year: 2024

Enrolments increase by 9 percentage points

Target year: 2024

An increase in students feeling supported and respected, and having an adult for advocacy by 10 percentage points

Initiatives

Improving attendance and catering for all students in the catchment

- Mentoring of all students' attendance fortnightly including check-ins with the family.

- Establish an Academic Excellence Stream 7 - 12 including opportunities to accelerate to HSC courses

- Explore establishing a 3-class support unit

- Create and implement a plan to establish the school as one which caters for the whole Liverpool community and is the first-choice school for families.

- Establish an effective long-term marketing strategy to promote the achievements of LBHS and its students

Parent engagement, educational and business links and future school planning

- Create 3-way meetings for parents to enable deep engagement with their son's learning

- Support parents to deeply understand learning at LBHS and how they can mentor their son's in making choices

- Re-establish a vibrant and effective P&C

- Develop strong exhibitions and events showcasing student work and involving parents and community partners

- Curate student work throughout the school

- Engage with the Liverpool Innovation Precinct (LIP) and other partners to develop learning opportunities

- In partnership with the LIP develop and promote a future school for Liverpool

- Explore the opportunities to co-create learning with the new primary school being built on-site. Eg Big Picture, creating a 'learning village' model

Wellbeing

- Mentor all students to make choices that match their

Success criteria for this strategic direction

- Teachers, parents, students and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

- An effective Academic Excellence Stream motivates students to deliver their best and continually improve.

- An effective support unit provides high expectations and challenging learning consistent with whole school learning including personalised plans for each student.

- The school is recognised by the parents and the Liverpool community as using best practice to embed a culture of high expectations for all students in Liverpool.

- The achievements of students across intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing are promoted resulting in the school being the first choice school for families in Liverpool.

- 3-way meetings enables the strong collaborations between parents, teachers and students with a schoolwide collective responsibility of student learning and success, and ensures that students and parents understand the assessment approaches used in the school and their benefits to learning.

- Parents engage in mentoring their son to make educational choices which support the student's learning plans.

- Student work is continually curated and exhibited across the school to celebrate student achievement. These involve community wherever possible.

- The school's P&C supports the culture of high expectations in the school and is an effective conduit for parent feedback.

- Students and staff engage in a variety of learning opportunities created with the LIP to embed a culture of high expectations and explore innovative approaches to develop and promote a future school for Liverpool.

Strategic Direction 3: Community Learning and School Well being

Initiatives

interests, abilities and capabilities

- Provide PL for staff on effective mentoring strategies
- Develop transition plans post high school
- Investigate and implement strategies and programs to promote positive mental health outcomes for students and staff

Success criteria for this strategic direction

- Strong partnerships created with the new primary school to enable structural curriculum pathways and a common pedagogical approach across both schools to create strong continuity of learning at transition points.
- Every student can identify a staff member to whom they can confidently turn to for advice and assistance
- Staff are trained in mentoring strategies which improve student choice and learning outcomes.
- All students have an achievable post school plan developed in collaboration with parents.
- An evidence-based school-wide wellbeing structure is implemented as the basis of wellbeing support in the school
- The school delivers targeted wellbeing programs for student groups.
- Staff are trained in the evidence-based school-wide wellbeing structure and are skilled in delivering support to groups of students and individual students according to student need.

Evaluation plan for this strategic direction

The school will collect the following data:

- Attendance Data
- Student work Samples
- Parent feedback
- Student feedback
- Teacher feedback
- NAPLAN data for academic excellence stream students
- Enrolment data
- Primary School destination data
- Social media data
- 3-way meeting engagement rates

Strategic Direction 3: Community Learning and School Well being

Evaluation plan for this strategic direction

- Parent attendance at mentoring development
- Quality of student work at exhibitions
- P&C membership numbers
- Co-planning with primary school
- Wellbeing surveys
- Wellbeing and attendance data
- Student learning pathway plans

The evaluation plan will include:

- Regular professional discussion around the efficacy of the program
- Analysis of feedback
- Attendance improvement strategies
- Analysis of the effectiveness of the academic excellence steam
- Effectiveness of marketing strategies
- Input from partners
- Analysis of pathway plans
- Triangulation of data
- Review of effectiveness of wellbeing structure