Canterbury Girls High School Annual School Report

NSW Public Schools – Leading the way
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Principal’s message

2006 was a year of great success for all students at Canterbury Girls High. Not only did 2006 see some outstanding academic results, but students also had an astonishing array of extra curricular opportunities available to them across the Creative and Performing Arts, Sport, Leadership development, Career development and community involvement.

A highlight of the year was the high level of staff/student harmony displayed in so many ways, every day. As well, the high level of support from families, members of the community and community organisations is noteworthy. In addition, the school’s physical amenity was much improved in 2006 with some significant upgrade to facilities. Multiple levels and layers of success in 2006, and I look forward to even greater success in 2007.

Suzanne Holden

Student representative’s message

The SRC body in 2006 achieved many of its goals and priorities. The SRC represented our school at numerous functions and special occasions. These included the Canterbury City Council’s Youth Environment Day where we won first place, taking home 100 native Australian plants. This coincided with the priority of raising environmental awareness throughout the school and local community. The SRC also assisted with water conservation and was very much involved with gaining the federal water grant.

Promoting well-being and raising awareness of this is a high priority. The SRC took part in the Youth Forum ‘The Tyranny of Image’ which dealt with anorexia and depression. With the knowledge we gained an article was published in the school newsletter. World Refugee Day was promoted as the SRC provided informative handouts and distributed them to all students and staff.

During 2006, the SRC worked hard to forge links with local feeder primary schools and Canterbury Boys High. Workshops were created to unify the schools for educational purposes. Leadership training for Year 8 between the two Canterbury high schools was over two days. Our SRC assisted with Canterbury Boys’ multicultural event ‘Cantervale’ and were very much involved in helping it become a success.

Overall the SRC in 2006 achieved many outstanding results which will be the basis for active expansion in 2007.

Ivy Tran, SRC President

Parents message (P&C message)

Our parent body was extremely active throughout 2006 in raising the school profile and in gaining additional funds for the school though such significant achievements as:

- Working with the school to gain a grant of $144 000 to develop a digital multi-media room, incorporating state of the art software and hardware to assist students in all years and across many subject areas.
- Working closely with our new Music Director to expand our school bands and musical tuition programs.
- Supporting the school’s successful application for a grant of $38 000 to install facilities to save water.
- Purchasing and displaying some of the very best of our year 12 visual art works.
- Participating in and supporting a highly successful Visual Arts show in September.

Trish Anderson
President, CGHS P&C Association

School performance 2006

Achievements

Art

Achievements in Visual Arts were outstanding in 2006. Most pleasing of all, were the outstanding results achieved by our year 12 students in the 2006 HSC with results well above comparable
schools in our region. One of our students has already begun her studies at the National Arts School. Student artwork was exhibited at the highly successful Annual Art Exhibition opened by Linda Burney MP as well as at the Canterbury/Hurlstone Park RSL combined ANZAC ceremony. A range of high quality student works can always be seen in the library, corridors and entrances to our school.

Dance

A new addition to the school has been the introduction of Dance with a highly qualified teacher who will be expanding this program next year. Although still in its early stages the Dance Ensemble has already demonstrated its enthusiasm throughdynamic performances at school assemblies and the Music Evening.

Debating and Drama

We are proud of our outstanding success in a range of activities. All reflect the talent and commitment of both students and staff. Our achievements include the year 8 debaters who were Regional finalists; students invited to participate in the United Nations Youth Assembly; a highly successful Theatresports group and two very active teams who took part in Tournament of the Minds.

All of these activities involve high level of competitions and performances with many other schools including selective high schools.

Music

Musical performances were a feature of 2006 with exceptional student performances at the Talent Quest, combined ANZAC ceremony and regular school assemblies. The highlight of the year was the 2006 Music Evening which spotlighted the talents of our year 12 HSC music students. Students continued to participate in instrument tuition, school jazz and rock bands and excursions to classical performances.

Our school choir also frequently perform in public Regional choirs and at other schools. A Band Director has been appointed and has already organised a Band Camp (2007), introduced additional tutors and guided the school’s purchase of additional instruments.

The successes of our students and teachers enhance our reputation as a school which consistently promotes excellence in all areas of performance and creative arts.

Academic

In the School Certificate and the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Higher School Certificate

CGHS offered 42 courses including two VET courses and 99 students sat for the HSC.

Our achievements in the two highest performance bands (5 & 6) represent a 30% improvement on our 2005 results and maintain our continuous improvement since the inception of the new syllabus in 2002.

In total 173 students gained bands of 5 or 6 out of a possible total of 450. These are outstanding figures and compare extremely favourably with other comprehensive high schools.

In 2006 the best results were achieved in Legal Studies, Business Studies, Chemistry,
Mathematics Extension 1 and 2 and Biology. All of these results are above state average.

Value Added

As always, student progress from the SC to the HSC was significant. As the graph below shows, students in the low and middle bands improved their results by approximately 20% and in the highest performance bands by a massive 50%.

As always, student results in all performance bands far exceeds those at similar schools (LSG results). It is obvious that the longer students stay at CGHS the better their results become.

Implications

We aim to maintain our continuous increase in high performance bands. To that end we are evaluating our subject choice processes and implementing explicit faculty plans to decrease the numbers in our low performance bands.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

Furthermore the school average in all externally examined subjects has improved since 2003. In four out of five subjects the numbers of high performance bands are steadily improving. The results in mathematics in 2006 run counter to increasing numbers of high performance bands in 2004 and 2005. Faculty plans are being implemented to restore high and middle performance bands to previous levels.

School Certificate relative performance comparison to Year 5 (value-adding)

In 2006, 115 students sat for the S.C. The value-added graph (below) shows the extent to which students at CGHS show progress in learning from year 5; as much as 5% greater than similar schools (LSG averages). Furthermore the school average in all externally examined subjects has improved since 2003. In four out of five subjects the numbers of high performance bands are steadily improving. The results in mathematics in 2006 run counter to increasing numbers of high performance bands in 2004 and 2005. Faculty plans are being implemented to restore high and middle performance bands to previous levels.

School Certificate

In 2006, 115 students sat for the S.C.

The value-added graph (below) shows the extent to which students at CGHS show progress in learning from year 5; as much as 5% greater than similar schools (LSG averages).

Literacy - ELLA

The following graph shows a steady improvement in overall results and increasing numbers in the high performance band. The National benchmark figures also show that 90% of our students meet or exceed Commonwealth Government Standards.

The challenge remains to improve our overall literacy standards although they remain comparable with similar schools (LSG figures). Over 80% of our students come from Non English speaking backgrounds so that we are continuously evaluating our many initiatives which address this issue.
National benchmarks

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks.

The performance of the students in our school in the Year 7 English Language and Literacy Assessment (ELLA) and the Year 7 Secondary Numeracy Assessment Program (SNAP) is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89.7</td>
<td>89.6</td>
</tr>
<tr>
<td>Writing</td>
<td>92.5</td>
<td>90.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>65.7</td>
<td>71.4</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Environmental Education

2006 was the seventh consecutive year in which our school has been recognised as a state leader in this area.

CGHS again took out the Overall Excellence Award and the Water Conservation Award from Sydney Water Streamwatch. These state achievements not only recognise our ongoing water testing and conservation programs along the Cooks River, they in fact are based on all our initiatives in environmental education.

Based on the results of extensive eco-audits, recycling initiatives and student analysis of resource management, staff and students worked together to be awarded a $38 000 Water Conservation Grant. This will be spent during 2007 on five rainwater tanks and water saving fixtures in student toilet blocks.

Our students were key players in a Council sponsored World Environment Day and also hosted and planned a Regional Leadership Environmental Forum. As a result we have now trained teams of years 7 and 10 students to act as environmental ambassadors for our school, the Region and the wider community.

All aspects of our education initiatives involve interactions with such agencies as Canterbury City Council, Sydney Water, Botany Bay Field Study Centre, Canterbury-Hurlstone Park RSL Club and a range of media outlets.
An outstanding example of our involvement with outside agencies is that CGHS was declared Sustainable Schools Champions of State-wide Sustainable Living Challenge organised by the UNSW. Students also presented a PowerPoint at the Awards ceremony and another at a State Water Symposium.

The high profile of our school and the breadth and depth of our environmental achievements can only be explained by the high levels of motivation from large numbers of students supported by dedicated and experienced teachers.

Sport

Our sporting successes this year are typical of our increasing excellence in Zone, Regional and State competitions.

These consistent improvements are only made possible because the school has been consistently committed to increasing the skills and fitness levels of all our students. A wider range of team and individual physical activities was also offered in 2006.

- Zone Grade Competitions

We compete in the St. George Zone and both our summer and winter teams were particularly successful. Nearly all our teams reached the semi-finals during the summer competition, 11 out of 18 winter grade; teams also made it to the semi-finals. Our Open A soccer team and the under 15, 14 and 13 netball teams all managed to outshine all others and became 2006 Premiers.

- Combined High Schools Knockout Competitions

Our students also enjoy state wide competitions in a range of sports. Our most successful teams continue to be our Indoor Soccer (Futsal) junior and senior teams. We are delighted to report that our under 19 team became the State Champions and four of our students were selected to play for NSW in the National Championship.

In addition our Open and under 15’s Basketball teams as well as the Open Volleyball and Open Soccer all reached the third round of competition.

- Swimming, Athletics and Cross-Country Competitions

Increasing numbers of our students reach Zone and even State levels of competition.

We were delighted to send 68 students to the Zone Athletics, 38 Students to Zone Cross-Country; and from all the students sent to the Zone Swimming Carnival one succeeded in entering the Metropolitan East Swimming Championships.

In many ways it is obvious that students and teachers at CGHS are committed to maintaining competitive success as well as a school culture which values fitness and prowess. We have many plans to build on our past successes in 2007.

Aboriginal education

The curriculum at CGHS provides students in Stages 4 and 5 with knowledge and experience of indigenous history and cultural perspectives. Stage 4 and 5 English students read, discuss and respond to texts (novels, short stories and picture books) written by indigenous and non-indigenous authors about the experiences of Aboriginal people. In 2006 all Year 7 attended a performance of ‘My Girragundji’, a stage adaptation of the Monty Prior novel. In Stage 5
History students read, discuss and research Aboriginal experiences and perspectives on significant events and issues in twentieth century Australia.

**Multicultural education**

78% of our students come from non-English speaking backgrounds which represent 48 different language groups. This means that in every classroom and in all of our extra-curricular activities, the programs and activities take advantage of cultural diversity, promote it and celebrate it.

In 2006 we also continued our Pacific Education initiatives to address issues of school retention and HSC success rates. Almost 10% of the school population is from Cook Islander, Tongan or Samoan Fijian background. TAPA (Tertiary Awareness for Pacific Students) in partnership with Sydney University continued in 2006, involving 50 students Years 9 – 12. Community partnerships with PERX (Pacific Education Resource Exchange) provided individual case management to maintain school engagement for 10 - 15 students in Years 7-9, as well as a group workshop program for 20 – 25 Year 8 students on study, learning and social skills.

- Participation in a range of public performances and significant events such as Anzac Day in partnership with our local RSL Club and local schools.

**Key evaluations**

In 2006 we conducted major reviews of our welfare and one of our literacy programs, Drop Everything and Read (DEAR).

**Educational and management practice**

**Student welfare**

**Background**

The goals of the student welfare review included evaluating the provision and perception of student welfare, the revision of documentation and data capture systems to support student welfare policy, procedures and programs and the further development of student leadership frameworks to underpin various programs in this area.

**Findings and Conclusions**

Surveys which revealed students’ views on the quality of their school life formed the basis for updating our policies and practices. Students were overwhelmingly satisfied with the levels of support and cooperation they experienced throughout the school community. Some concerns were raised about certain aspects of bullying. Staff believed that systems to improve attendance levels could profitably be updated.

Policy documents to support student welfare were revised and consolidated in a new Student Handbook, including attendance, behaviour and anti-bullying. New policies were also publicised to deal with cyber-bullying. The role and duties of the year adviser were updated.

**Respect and responsibility**

Respect and responsibility are explicitly taught and practised at all times.

Particular examples beyond the classroom include:

- Leadership programs involving the SRC, Prefect body and mentoring training for stage 4 and 5 students. Mentors also work with stage 3 students to support their successful transition to high school.

- Community service programs which include Interact and Duke of Edinburgh.
Key aspects identified for improvement in 2007 are the development of study skills programs (7-12) and systems to recognise merit.

Future Directions

- Review of the staff handbook including student welfare policy and procedures
- Implementation of electronic data capture for student records
- Training and development in Restorative Justice to succeed the Glasser system of behaviour management
- Year Advisors will continue to develop their role in reporting on student progress as the school moves to a new reporting system.

Curriculum

Literacy DEAR Program

Background

A DEAR program was initiated in 1998 as part of our whole school literacy strategy; it was last evaluated in 2003.

It operates over four twenty minute sessions each week. Classes have approximately 20 students from years 7 to 12. The class and the teacher (wherever possible) remain together over six years.

It has become apparent that some students are not fully motivated or engaged in the program. 70% of staff and students were surveyed to determine enjoyment and participation levels, the perceived value of DEAR and ways it might be improved.

Findings and Conclusions

Almost all students understood the purposes of DEAR and almost 50% rated it as useful. Less than 20% of students in Stages 4 and 5 felt it was enjoyable; this increased to 25% in Stage 6.

The vast majority of Stages 4 and 5 students read either books or magazines. Many Stage 6 students use it as an opportunity to study. Over 85% of student would welcome an opportunity to read native language texts. Relatively few students suggested improvements.

Staff approval was almost unanimous in support of the current timing, purpose and class composition, and the need to enforce focused reading of books or newspapers.

The staff decided on immediate changes to be implemented in Term 1, 2007. A reading log will be included in all student diaries and each DEAR group will visit the library and work intensively with the Teacher-Librarian at least once per term.

Future Directions

The Committee will assess the value and practicality of the following and implement in 2007:

- improvements in peer reading
- book promotion
- supply of KLA materials
- DEAR outcomes on school reports
- professional learning for staff in literacy development
- instructions for students in reading skills for study purposes
- ongoing student surveys to encourage appropriate selection of reading materials

School context

Student information

We are proud to report that of our 648 students, 78% are from Non-English speaking backgrounds representing 48 language groups.

The graphs below confirm that key indicators of student success such as attendance and retention rates have either increased or been maintained. Our enrolment figures have defied the demographers and the competition from newly established neighbourhood selective schools. The 2006 post-school destinations confirm our continuing increase in the numbers of students gaining university places.

The obvious improvements in attendance rates (7-12) are the result of newly established systems for contacting parents, registering absentees and concerted efforts by all staff to create a school culture which rewards full attendance.
Our retention rates from year 10 to 12 have remained much higher than state averages and increased to 88% of students in year 10 continuing on to complete the 2008 HSC.

We have also increased the number of students who complete year 10 by vigorously pursuing a range of initiatives which include widening our year 11 subject choices and early identification of students who may be at risk of not achieving their potential at school. A wide range of support programs now operates to develop career goals and learning skills.

Retention to Year 12

Staff Information

The statistics below reflect the extremely high levels of expertise and commitment of our teaching staff. Few teachers voluntarily leave our school, absenteeism is very low and often accounted for by entitlements such as long service leave. All our teachers hold at least one degree and an additional 36% hold post graduate diplomas or degrees. Our high levels of student success consistently reflect the qualities of our teachers.

Staff retention

Two staff retired after more than 20 years each at the school, two others staff transferred to other schools and one staff member moved into a Department of Education management position.
Staff attendance

Staff have access to leave entitlements such as sick leave. In 2006 the average daily attendance rate for staff, as determined by the Department, was 93.9%.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. The table below indicates the proportion of teaching staff holding particular academic qualifications.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>64</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>36</td>
</tr>
</tbody>
</table>

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>34.6</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

Professional Learning

We continue to pursue priorities which improve the already high quality of classroom teaching.

During 2006 we maintained our focus on the improvement of programs for the junior years by incorporating additional numeracy, literacy and information technology components. In addition at the whole school level and within faculties many workshops are held throughout the year in which teachers plan and evaluate programs which apply the latest research findings on the ways students learn best.

All staff also participate in our full day learning programs at the beginning of Terms 1, 2 and 3. Many also attend courses which supply the latest information on junior as well as senior syllabuses. We also implement professional development programs for executive staff and for specialists such as our welfare team, computer coordinators, librarian and careers advisor.

In total we spent nearly $34 000 in 2006 at an average expenditure of $650 per teacher, the maximum possible with DET funding.

We look forward to sustaining our levels of successes and innovation during 2007.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>347 671.20</td>
</tr>
<tr>
<td>Global funds</td>
<td>362 658.63</td>
</tr>
<tr>
<td>Tied funds</td>
<td>284 637.83</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>353 655.47</td>
</tr>
<tr>
<td>Interest</td>
<td>24 588.35</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>21 913.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1 395 124.88</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>93 289.43</td>
</tr>
<tr>
<td>Excursions</td>
<td>31 433.27</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>61 414.54</td>
</tr>
<tr>
<td>Library</td>
<td>28 535.54</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>6 618.32</td>
</tr>
<tr>
<td>Tied funds</td>
<td>127 600.46</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>104 030.24</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>276 629.43</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>72 493.96</td>
</tr>
<tr>
<td>Maintenance</td>
<td>45 423.73</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>20 359.84</td>
</tr>
<tr>
<td>Capital programs</td>
<td>42 778.54</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>912 607.30</td>
</tr>
</tbody>
</table>

**Balance carried forward**

| $482 517.58 |

These financial figures confirm prudent management, increasing support from our parents and the welcome receipt of $145 000 for our new multi-media room. We have also been able to spend significantly on ground facilities and computer technologies for staff and students.

Progress on 2006 targets

**Target 1. To strengthen S.C. results in identified areas.**

Our achievements include:
• quality assessment tasks better linked to learning programs which focus on developing deep understanding and critical thinking. All faculties have now revised tasks and programs in either stage 4 or stage 5.

• Use of the latest software and data by all faculties to analyse literacy and numeracy results (2002-2006), to revise literacy strategies in stages 4 and 5 and to incorporate numeracy activities in all subjects, beyond mathematics.

• expanding the numbers of enrichment days for student days in years 7 and 8; introduction of Tournament of the Minds; promotion of Maths, Science and English Competitions.

Target 2. To expand the use of computer technologies for learning, educational planning and communication.

Our achievements include:

- review of all programs (7-10) to ensure that all information technologies requirements have been met.

- faculties have undertaken further ICT training to increase teacher skills and use DET data to renew and revise programs.

- expanded use by whole school community of internet, intranet and the newly established school website. All of these achievements have been supported by the increased numbers of computers available to staff.

Target 3 Maintain school enrolments above 700 students.

Our achievements include:

- expanding our senior curriculum by increasing the numbers of TVET, TAFE, VET and Open High School courses.

- posting regular school newsletters to all homes and to all primary schools; establishing a new website; designing and distributing updated information packages to primary school students and families.

- expanding links with our feeder schools in areas such as choir, band, drama, art, dance, environmental education and student leadership.

- introduction of additional music tuition, dance and school band programs.

- expanded promotion through the local press.

School development 2006 – 2008

Targets for 2007

Target 1. To strengthen S.C. results in identified areas.

Strategies to achieve this target include:

- expanding staff expertise in maximising learning outcomes using Quality Teaching frameworks in 75 minute lesson blocks;

- expanded use by whole school community of internet, intranet and the newly established school website. All of these achievements have been supported by the increased numbers of computers available to staff.
implementing explicit literacy and numeracy strategies into all teaching programs (Stages 4 and 5);

- increasing provisions for talented students in all KLA’s (Stages 4 and 5).

Our success will be measured by:

- value added results in ELLA and SNAP (Year 8, 2006) and SC results in 2007;
- increased retention rates to Year 11 (2006-2007).

Target 2. To expand the use of computer technologies for learning, educational planning and communication.

Strategies to achieve this target include:

- integration of explicit ICT in all teaching programs (Stage 4) and support for all staff to enable better alignment of quality teaching principles with ICT in learning programs;
- expanding the application of ELLA, SNAP, SC and HSC data to better evaluate teaching programs in all KLAs;
- extending computer network to most classrooms and establishing an up to date school website;
- establishing an electronic communication system to record and share data on student welfare, progress and attendance;
- establish a new and expanded school website.

Our success will be measured by:

- increased integration of ICT in learning programs (Stages 4 and 5);
- expanded use by whole school community of internet, intranet and school website.

Target 3. Maintain school enrolments above 700 students.

Strategies to achieve this target include:

- expansion of home and school interactions via the P & C, SRC, newsletter and updated website;
- enrichment of links with key feeder schools by expanding co-curricular activities (Stages 2–5) and the ongoing exchange of student data and teaching strategies;
- extension of music, drama, art and public speaking programs within and across schools and at regional and community forums;
- active promotion of school in wider community.

Our success will be measured by:

- enrolment numbers remaining over 700;
- numbers of programs and students involved in creative and performing arts.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Sue Holden   Principal
Elizabeth Murray   Deputy Principal
Judy Playfair   Deputy Principal
Trish Anderson   President P&C
Paul Copas   Head Teacher Science
Ruth Miller   Teacher TAS
Julie Ronayne   Head Teacher Student Welfare
Ivy Tran   Student Representative Council

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