2007 Annual School Report
Canterbury Girls High School

NSW Public Schools – Leading the way
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Messages

Principal's message

2007 was a year of great success for all students at Canterbury Girls High. Not only did 2007 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 2007 with some significant upgrade to facilities. Multiple levels of success in 2007 for our students, and we look forward to even greater levels of student achievement in 2008.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Suzanne Holden
B.A.Dip.Ed, M.Ed.Admin

Parents & Citizens message

The P&C has focused on increasing the school's profile in the local area and raising funds to further enhance the school through:

- ‘Welcome Year 7’ Barbeque-Hosted by the P&C in March to enable incoming Year 7 students and their parents to meet informally with Year 8 students, prefects, other parents and teachers.

- Trivia Night-A successful Trivia Night was held in May. Nearly 100 members of the school community attended to raise funds for the school.

- Car Boot Sale- Hosted by the P&C in conjunction with the school’s Visual Arts Exhibition in September. This day provided an opportunity to promote the school and to raise funds.

- Joint Funding Applications-P&C supported joint funding applications to the Department for a Covered Outdoor Learning Area (COLA), shade cloths and a hospitality bay.

- Health Lifestyles Grant Application-P&C, in conjunction with the principal, applied for a Community and School Grant offered by the former Federal Government.

- Concert Band- A P&C Band sub-committee supported the new Band Director and helped to develop policies and strategies to establish a new Concert band.

- Gardening working bees- P&C members attended two working bees to enhance the school’s appearance with native plants and grasses.
• School street signs—Following representation to Canterbury Council, P&C obtained two free street signs signposting the school’s location.

• Committee Representation—representatives are included on the Finance, Environment, Sport and Band Committees and provide regular feedback at P&C meeting.

Trish Anderson
Parents and Citizens President

Student representative’s message

2006-2007 has been an eventful term of office for the SRC. We have achieved so many of our established goals and priorities of which we are all extremely proud. This body was particularly outstanding in the sense that school spirit and leadership was exhibited by all members. They worked through many situations effectively and more importantly, they did it in a team effort.

A major achievement is definitely re-establishing the SRC constitution; a high priority aim from many terms before. Through many meetings and discussions, we have proudly completed a constitution which we know will remain in many more terms to come.

Promotion of our school within the local community was an important priority as well. With our local feeder primary schools and the local boys high, we have had many joint leadership workshops which were a true bonding experience for all. This was called the Canterbury Cluster Leadership and Teamwork Conference. Activities were based around leadership skills and qualities. Excursions with Canterbury Public to a NSW leadership conference, and breakfasts between the neighbouring schools also took place to discuss plans for both schools to work together closely.

Another highlight was International Women’s Day. With the help of many teachers, staff and the SRC, we made the day magical. The Old Hall was transformed into a function hall. Our lunch was catered by the Year 12 Hospitality class.

Finally, fundraising and awareness played a part in this years term of office as well. Daffodil Day and Year 7 Pancake Day raised $750. All proceeds will go towards Cancer research and awareness. The Year 11 researched and distributed leaflets concerning Diabetes. The SRC have also participated and contributed to many environmental forums concerning global warming and climate change, one was with the Canterbury Council’s Youth Environment Day. A great year for the SRC

Ivy Tran
SRC President 2007

School Achievement 2007

Creative and Performing Arts

2007 saw a major expansion of activities within all areas of the performing arts. All our annual whole school events were enriched by a wide repertoire of dance, choral and musical performances which arose from initiatives such as the appointment of a Band Director, the extended work of our Dance teacher and the establishment of additional choral groups. This means that such events as the Talent Quest, Musical Evening, Visual Art Show, combined schools’ Anzac Day ceremonies all provided new performers with opportunities to showcase new works and emerging skills.

These initiatives have resulted in the establishment of a School Band in addition to our Jazz and Rock bands. We also now have Junior and Senior choirs and dance ensembles which all performed at various times in Regional festivals as well as at all our school assemblies and public functions. This work was extended even further at our inaugural Band and Dance Camp which was so successful that it too will be expanded in 2008 to include Choral performance.

Other Achievements include:

2 students were selected for ART EXPRESS.

150 students performed in the School Talent Quest; Over 200 students participated in the School Music, Dance Evening.

16 Choir members and 11 Dancers performed in the School Spectacular.

2 students participated in the Regional Orchestra.

1 student was a member of the State Marching Band.

1 student was a member of the State Singers.

15 students participated in Regional Dance Festival.

28 students participated in the Band program.

All Year 7 students participated in either extra curricular Dance, Band or Choir.

The Annual Visual Art Show was a highlight in terms of exhibition of student talent.

10 Students entered the Sydney Morning Herald Writing Competition, one student received a Highly Commended.

2007 was also a wonderful year for our Drama students. For the second consecutive year the Year 12 Theatre Sports team were State grand finalists. The Year 10 team were State quarter finalists. A Year 11 Drama students participated in the Crete Drama Festival, as part of her study of Modern Greek, and was selected best performer of the Festival.
Sport

In 2007 we fielded 24 Grade teams and 8 Knockout teams. Grade teams were premiers for the Zone in:- Open and under 13’s Softball; Open Volleyball, Soccer and under 15’s Netball. Knockout teams included:- Tennis, Softball, Volleyball, Lawn Bowls, Touch football, Basketball, Netball and Soccer.

We also expanded the recreational sports to include:- Lawn Bowls, dance, weight training, Cardio as activities which students can experience and value as ways to increase their physical fitness. Significant percentages of students, particularly in Years 10 and 11, wish to participate in less rigorous sports activities. In 2007 staff attempted to increase the aerobic levels positively through Power walking. Other changes included a stream ling of the process of sport choice and the introduction of season charges for bus travel and competition. Year 7 students participated in a 4 week rotation program in a variety of sports, focusing on specific sport skills. During Semester 1 these were run by various sporting associations. In Semester 2 the school employed a Fitness Trainer to co-ordinate and lead rotational sport. Students found this enjoyable and gained significant new skill.

Swimming- School Swimming Carnival participation was disappointing. Increasingly our year 7 students arrive at high school unable to swim. Swim school was held for both Years 7 and 8 in December. Sixteen students participated in the Zone Carnival. The 14’s 50 metre Relay team from CGHS was successful and participated in the Regional Carnival.

Athletics-The school carnival highlights our student’s strength for both track (middle distance), but especially in the field of throwing events. Participation levels increased 15% from 2006-7. House Relays were competitive and popular. A very robust school team of 60 students was selected and participated in Zone Athletics. 14 students were placed in individual events including 5 who were place getters. One student broke a Zone record in the 13 years Shot Put. Two students competed at the Regional Carnival.

Cross Country-The Cross Country Zone team was selected through fitness testing in PE classes. 14 students competed admirably at Zone Carnival.

Debating and Public Speaking

Many of our students excel in these forms of public performances:-

Year 7 Debating Team- Zone Winners.
Year 9 Debating-Zone Winners and Regional Finalists in the Year 10 Competition-an outstanding result considering that the team were Year 9 students.

Year 11 Debating- Zone Finalists.

2 students entered the Plain Speaking Award.
2 students entered the Voice of Youth Competition.

In addition our SRC President was an active presenter at Regional level and was chosen to pursue her contributions at State level. Another student won a place at a five day public speaking conference at Sydney University and later at an APEC conference. Furthermore, four of our year 9 students participated in a Parliamentary Forum which actually produced environmental policies and guidelines for all state schools.

School context

Student information

In 2007 640 students were enrolled across the year, 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. In 2008 additional classes have been established for years 10 and 11. The 2007 post-school destinations confirm our continuing increase in the numbers of students gaining university places.

Student enrolment profile

![School Enrolments](chart)

Student attendance profile

Canterbury Girls has had continued improvements in attendance and student retention rates. Concerted efforts by all staff have created a student culture which values daily as well as long-term attendance at school.
Combined with this effort is the establishment of software systems for contacting parents, registering absentees and monitoring attendance. For the first time in many years both figures now equal those of the Region and far exceed State averages. The post-school destinations of our students also reflect the high aspirations of our community. No exiting year 12 student remained without training or work and over 90% continue on to tertiary studies.

**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2007 the average daily attendance rate for staff was 94.2%, as determined by the Department of Education.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<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>

**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>Date of financial summary:</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>482 517.58</td>
</tr>
<tr>
<td>Global funds</td>
<td>398 942.25</td>
</tr>
<tr>
<td>Tied funds</td>
<td>97 230.58</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>357 301.11</td>
</tr>
<tr>
<td>Interest</td>
<td>28 921.85</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>47 297.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1 412 210.77</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>89 587.45</td>
</tr>
<tr>
<td>Key learning areas</td>
<td></td>
</tr>
<tr>
<td>Excursions</td>
<td>79 379.72</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>96 193.61</td>
</tr>
<tr>
<td>Library</td>
<td>18 799.23</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7 457.39</td>
</tr>
<tr>
<td>Tied funds</td>
<td>263 702.51</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>99 675.72</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>217 808.76</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>74 927.04</td>
</tr>
<tr>
<td>Maintenance</td>
<td>59 901.89</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>46 269.64</td>
</tr>
<tr>
<td>Capital programs</td>
<td>41 634.26</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1 095 337.22</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>316 873.55</td>
</tr>
</tbody>
</table>
The completion of the Multi media room, funded by the Commonwealth governments Investing in Schools attributes for $130,000 of the tied grant expenditure. This expenditure included establishment of a computer room devoted to Multi Media software, new lighting equipment in the MPC and light and sound equipment in the Cantabrian Hall. Capital expenditure included new copying facilities, installation of digital projectors in classrooms and new school signage. A full copy of the school’s 2007 financial statement is tabled at the Annual General meeting of the P and C. There are also two representatives of the Pand C on the School Finance Committee. Further details concerning the statement can be obtained by contacting the school.

**Academic**

All students complete the ELLA and SNAP state-wide test in Years 7 and 8. This enables staff to identify areas needing development for students in year 7. Throughout Stage 4 our school focuses on improving these skills and the outstanding results of 2007 reflect this work.

Numbers of students in the highest band in ELLA increased from 38% in Year 7 to 58% in Year 8. In the highest band in SNAP the numbers of students in the highest band increased from 22% to 39% of the group. For the first time in many years our school results for Year 8 achievement are better than those for the State as well as for the local school group and set a new benchmark for future academic improvement for Canterbury Girls.

**Literacy – ELLA Year 7**

**Numeracy – SNAP Year 7**

**Literacy Ella Year 8**

**Numeracy Snap Year 8**
School Certificate

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

In 2007, 119 students completed the School Certificate.

The value-added graph (below) shows the extent to which students at CGHS show progress in learning from Year 5. The average of School Certificate results 2003-2007 show that regularly CGHS exceed the state average and that our students perform well in comparison to other schools in our local school group.

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

Higher School Certificate

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). High performance bands are bands 5 and 6, Middle performance band is 4 and Low performance bands are 1, 2 and 3.

CGHS offered 44 courses, including one VET course. 90 students completed the HSC in 2007. In total students gained 133 High Achievement bands of 5 or 6 out of a possible total of 442. These are outstanding figures. In 2007 the best results were achieved in Chinese, English Standard, English Extension 1 and 2, Legal Studies, Hospitality, Mathematics Extension 1 and 2, and Visual Arts. All of these results were above state average.

Value Added

Student progress from the School Certificate to the HSC was outstanding. Student results in all performance bands far exceeds those at similar local government schools (LSG) results. It is clear that the longer students stay at CGHS the better their results become.

Implications

Our aim is to maintain continuous improvement in high and middle performance bands. There is an annual evaluation of subject choice processes and implementing explicit faculty plans to decrease the numbers in low performance bands and lift student performance from the middle to high achievement bands. Students undergo a series of interviews to determine progress across year 12. As well additional support has been included in the operation of the learning centre. Students receive personalised advice on time management and organisation as well as opportunities to attend study skills courses. A relaxation exercise program is also planned for 2008 for students.

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

The above graph indicates that for all students at Canterbury Girls in low, middle and high achievement levels, in comparison to other schools considered by the Department of Education and Training to be of the same grouping, we add greater value to a students learning from the School Certificate to the HSC. Our results are indicated by the blue diamond, the range of other like schools are indicated by the khaki rectangle. Both 2006 and 2007 have
been outstanding years for these results for Canterbury Girls High.

![Graph showing Average HSC Relative Performance from Year 10 (value-added)]

The graph above shows the relative HSC performance for Canterbury Girls High from School Certificate performance to HSC, compared to the local school group. The value added is outstanding in all three levels of achievement.

**National benchmarks**

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks. This is a measurement of relative standard when students start high school.

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.

### Percentage of Year 7 students in our school achieving benchmarks in 2006 and 2007

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89.6%</td>
<td>79.7%</td>
</tr>
<tr>
<td>Writing</td>
<td>90.6%</td>
<td>85.1%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>71.4%</td>
<td>53.5%</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal Education**

In a range of subjects our students are provided with knowledge and understandings about indigenous experiences and cultures. Last year we also worked with a specialist teacher who assisted staff to include an Indigenous perspective to more teaching programs.

In order to broaden student knowledge across all age groups, indigenous issues are also addressed through leadership activities, formal assemblies and workshops for primary schools. Our local member of state Parliament, the Honourable Linda Burney, often participates, adding status and meaning to students’ experiences. Special tutors were also provided to support senior students in courses beyond the school.

**Multicultural Education**

Our school continues to promote, celebrate and include the multiplicity of cultures and experiences which 78% of our students bring to every classroom.

We also continue to extend our range of targeted programs which address the specific needs of some students. Literacy programs were extended to include more senior students and two groups were established for students from overseas so that they can be supported on a daily basis. The particular needs of all such students and also refugees from western African countries were the basis of staff workshops. As well a specific support group was established for these students. Students identified as talented writers in Years 8 and 10 were involved in the Mosaic program, in partnership with UNSW. Nine students had their stories published in the Regional publication.

Our initiatives for Pacific Island students continued in partnership with the Pacific Education Resource Exchange.

**Respect and responsibility**

These are core values which are modelled, discussed and developed in every aspect of a student’s interaction with the school.

In addition we have further strengthened and expanded our leadership programs in a number of significant ways:

- The SRC designed and ran workshops for primary school students and worked with nearby schools on joint projects as well as sharing training courses with them;
- Students represented the school, Region and State in numerous public forums;
- Students led joint schools’ Anzac Day activities and participated in Parliamentary forums.
Other programs

Environment Education

Our school remains a leader in sustainability and student participation in this area. Student leadership and action have led to an increase in biodiversity and a significant decrease in water usage because students and staff have continued to secure grants which have now led to the installation of six water tanks, solar heated showers, extended native gardens and recycled water in use in all student toilet blocks and on much of our gardens. Funds from a Commonwealth Water Grant enabled the installation of additional water tanks and the installation of water saving taps and all toilets were installed with dual flush systems. Sydney Water donated $4000 to the school to assist in having toilets connected to tank water and the student push for greater water efficiency.

Furthermore, our initiatives in water testing and student education have seen us recognised as a leading school at both state and national levels. This culture of environmental awareness and action also extends to many aspects of our school curriculum. This is supported by a “Green” student group which meets on a daily basis to plan and implement further school wide activities. Future directions include:

- Tread Lightly Community Information Day.
- Joint community of schools initiatives in reduction of electricity usage.
- Establishing a full site recycling system

Community of Schools

CGHS continues to be an active participant in the “Canterbury Cluster” which also includes Canterbury Boys High School, Ashbury, Canterbury and Canterbury South Public Schools.

During 2007 the Cluster again joined with outside agencies to jointly commemorate Anzac Day and to expand Environmental Education programs. The two high schools led joint training sessions in leadership and peer mentoring and ran enrichment days for the primary schools. Our dance, music and maths teachers have taught in our partner primary schools to widen their curriculum and also to assist student transition into our high school.

A six week, one day a week enrichment program operated in term 4, with 60 year 5 students undertaking an Enrichment program in Science, Mathematics, English and Speaking. These students came from 11 different primary schools Feedback from students, schools and families was very positive about this initiative and many requests for a repeat of this initiative have been forthcoming.

All joint endeavours expand and enrich the educational experiences of both students and teachers. This work was recognised in 2007 at state level with a Highly Commended for ‘The Cohesive Schools Award.’

Student Welfare Initiatives

A large range of Student welfare programs operated across the year. These included:

- Ted Noffs Counselling program.
- LEAPS-Lawyers Encouraging and Assisting Promising Students- a mentor program for Year 9;
- Links to learning;
- School Based Peer Mentoring;
- A range of school performances and seminars on issues such as Self Esteem, Expectations, Bullying and Study Skills.
- Merit recognition Program
- Years 7, 9, 11 Year Camps

Progress on 2007 targets

Target 1

Target 1: To strengthen School Certificate results in identified areas.

Our achievements include:

- Renewed focus by all faculties on Quality Teaching and increasing student understanding of assessment requirements and marking criteria and on improving the design of assessment tasks to better align with the taught curriculum.
- Sustained analysis of data applied to program evaluation and improvement.
- Ongoing whole school professional dialogue and input about applying Quality Teaching principles to ensure that student results are maximised in all subjects.

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

Our achievements include:

- Multi Media room has been established and is available for 2008 learning.
- Digital projection facilities have been expanded from 3 to 7 classrooms.
- Additional machines for students have been included in the student Learning Centre.
- Communication-Use of computerised reporting system and increased use of digital communication.
The School Certificate examination for ICT was introduced in 2006. Our results below show that ICT skills across KLA’s in Years 7-10 continues to be an area where development needs to occur. It is pleasing however that, for both years of the examination CGHS competency levels are outstanding.

<table>
<thead>
<tr>
<th>School Certificate Examination results ICT</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Competency</td>
<td>51%</td>
<td>53%</td>
</tr>
<tr>
<td>Competent</td>
<td>49%</td>
<td>43%</td>
</tr>
<tr>
<td>Not Demonstrated</td>
<td>0%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Target 3: Maintain school enrolments above 700 students.

Our achievements include:

- Significant student, staff and parent input into a new, contemporary look for school promotional materials.
- Establishment of additional classes in Years 10 and 11 for 2008 (5 in each).
- An increase in International student enrolments.
- Student profile enhanced through involvement in a range of community events.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2007 our school carried out evaluations of Stage 4 Curriculum and Improving Foundations for Learning.

Educational and management practice

Improving Foundations for Learning

Background

In 2007 our enrolments of students from overseas have increased and many are in Years 10, 11 and 12. At the same time there are increasing numbers of students who need additional support for their learning. These changes have placed impossible demands upon the limited resources of our support teachers.

Findings and conclusions

Last year the Support Teacher Learning (STL) targeted classes in Years 7 and 8 with high literacy needs and we employed a teacher part-time to do the same in their Mathematics classes. Their work was supported by a renewed focus by all faculties on improving literacy and numeracy for all students. The success of this prioritisation is reflected in the significant achievements of the year 8 students in their ELLA and SNAP tests. An additional literacy class was established in Year 8 to assist students with the basics. Students with English as a second Language participated in supported reading during DEAR time.

In addition we established two classes for our International Business students and those on temporary visas. Students meet daily during DEAR time when teachers can focus on their literacy, social and welfare needs. We also appointed a coordinator for International students. All these initiatives were evaluated at the end of 2007.

Future directions

All existing structures will be maintained.

- A specialist teacher will be employed two days per week to expand literacy support programs for students in Years 10 and 11 and all recent overseas arrivals will complete an additional HSC English course.
- Additional support programs will be provided for recent arrivals from African countries.
- Staff will be updated on issues relating to the cultural sensitivities and literacy needs of refugees.
- New executive responsibilities will be established to optimise outcomes for all post-compulsory school age students, specifically targeting student time management and independent learning skills.
- Year 9 and 11 will have a Study Camp.
- Years 10 and 12 will have an ongoing Study Skills seminar program across the year.
- Years 7 and 8 have a study skills program embedded in curriculum delivery.
- Students in Stage 5 with High literacy needs will be targeted in vertical groups by the Support Teacher Learning.

Curriculum

Stage 4 Curriculum
Background
As our community profile changes the nature of what schools offer needs to be responsive to the changing demography. It is clear that a large number of young students in our area are passionate about the Performing Arts and families are keen to combine this passion with academic excellence.

Findings and conclusions
In 2007 Canterbury Girls High created a designated Year 7 class for 2008 students with a Performing Arts background, and who are committed to maintaining and nurturing academic excellence. Placement in this class is based upon successful application and interview. The designated class has additional learning time for the Performing Arts made available. Students selected for the class have to have a proven record of commitment to performance while being able to balance the demands of maintaining excellence in academic results. As well the structure of stage 4 (Year 7 and 8) curriculum for all students has been modified to meet the changing interests of young people.

Future directions
- All Year 7 students in 2008 will complete Drama as an elective.
- Student Selected in the Performance class for 2008 will complete extra hours of Music and will be members of the school band and/or Dance Ensemble.
- All Year 8 students will be able to select 4 periods a cycle of an additional elective-options are Drama, Dance, Music Performance, Visual Arts or LOTE.
- The Performance class will also be offered to Year 7, 2009

Parent, student, and teacher satisfaction
In 2007 the school sought the opinions of parents, students and teachers about the school.

During 2007 we held a community forum to seek the opinions of parents, staff and students about future directions for the school. The quality, scope and direction of all aspects of teaching and learning were overwhelmingly endorsed.

What emerged was a strong commitment to ensuring that community perceptions of the school matched its quality.

Staff, students and parents have since worked together to amend the motto, installation of new signage and develop promotional material which has reached 12,000 homes; updated our website and gained more public recognition in the local media, state wide Departmental activities and from outside agencies.

The morale and pride of staff and students have improved because of the very positive responses we have received.

Professional learning
All staff participated in a range of Professional Learning activities in 2007 including three School Development days, conferences, training courses and school based learning sessions. Targeted areas included:- Literacy, Numeracy, educational leadership, quality teaching, information and communication technology, student welfare and equity programs. Topics for School Development Days ranged from:- review of past professional learning, emergency care, restorative justice, issues concerning International students and workshops for Excel. A major feature was an evaluation of School and Higher school Certificate results as well as the academic achievement data in ELLA and linking this to the explicit teaching of literacy in Stage 4.

School development 2006 – 2008

Targets for 2008

Target 1: To strengthen School Certificate results in identified areas.

Strategies to achieve this target include:
- expanding staff expertise in maximising learning outcomes using Quality Teaching frameworks;
- 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, 2008-9) and School Certificate results in 2008-9;
- increased retention rates to Year 11 (2007-2009).

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, School Certificate and HSC data to better evaluate teaching programs in all KLA’s;
• 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;
• continue to develop and enhance the 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.
• ICT School Certificate performance

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 re-establishing at 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.

Trish Anderson, P and C President
John Bailey, Head Teacher Secondary Studies
Marilyn Felsch, Head Teacher Technology
Sue Holden, Principal
Elizabeth Murray, Deputy Principal
Judy Playfair, Deputy Principal
Julie Ronayne, Head Teacher Student Welfare
Vicki Tranter, Head Teacher HSIE

School contact information
Canterbury Girls High
Church Street, Canterbury. 2193
Ph: 97181805
Fax: 97183501
Email: canterburg-h.School@det.nsw.edu.au
Web: www.canterburg-h.schools.nsw.edu.au
School Code: 8806
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