2008 Annual School Report
Canterbury Girls High

NSW Public Schools Î Leading the way
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

School context

Student Information

In 2008, 668 students were enrolled, 76% from Language Backgrounds other than English. The diversity of background is significant with 48 different language groups making up the student enrolment. The graphs and tables below confirm that key indicators of student success such as attendance and retention to Year 12 have seen rates maintained and improved. The percentage of out of area students was 40% in 2008. This has decreased from 47% in 2006. 2008 was also the first cohort where there was a Performance Class established in Year 7 for students with high academic aspirations combined with a curriculum focus on the Performing Arts. This class organisation has continued into 2009 and is planned for 2010. A fifth additional class was established in Years 10 and 11. Forty Three International students were enrolled in 2008.

School Band members rehearsing
Retention of students to Year 12 has risen to 80%, a significant achievement in comparison to the state and other schools in the like comparison group. This is the highest retention rate achieved by Canterbury Girls High School.

Post-school destinations

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>31%</td>
<td>59%</td>
<td>54%</td>
<td>38%</td>
</tr>
<tr>
<td>TAFE</td>
<td>58%</td>
<td>35%</td>
<td>40%</td>
<td>41%</td>
</tr>
<tr>
<td>Fulltime Work</td>
<td>11%</td>
<td>6%</td>
<td>6%</td>
<td>21%</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>1</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>36</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>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>50.4</td>
</tr>
</tbody>
</table>

Staff attendance

In 2008 the average daily attendance rate for staff, as determined by the NSW Department of Education and Training (DET), was 94.5%.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. Three new staff members completed accreditation for the Institute of Teachers. Four new staff were appointed permanently and 3 staff resigned for other areas of employment. These 3 staff were replaced at the beginning of 2009. Staffing remains stable with low rates of turnover throughout the year and any short term vacancy being filled by fully trained secondary teachers who are well known to our students.

<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.

Date of financial summary: 30/11/2008

Income

- Balance brought forward: $316,883.55
- Global funds: $390,472.83
- Tied funds: $152,729.64
- School & community sources: $389,977.22
- Interest: $28,558.41
- Trust receipts: $59,938.22
- Canteen: $0.00
- Total income: $1,338,559.87

Expenditure

- Teaching & learning
  - Key learning areas: $79,582.27
  - Excursions: $117,859.91
  - Extracurricular dissections: $111,847.40
- Library: $14,180.31
- Training & development: $7,433.77
- Tied funds: $109,078.47
- Casual relief teachers: $84,919.23
- Administration & office: $134,946.63
- School-operated canteen: $0.00
- Utilities: $74,085.53
- Maintenance: $62,188.33
- Trust accounts: $38,292.05
- Capital programs: $51,750.68
- Total expenditure: $886,164.58
- Balance carried forward: $452,395.29

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the Parents and Citizens Association. A School Finance committee made up of staff and parents monitor and advise on school finance. Further details concerning the statement can be obtained by contacting the school.
School performance 2008

Achievements

Visual and Performing Arts

2008 saw a major expansion of activities within all areas of the Performing Arts. All annual whole school events were enriched by a wide repertoire of dance, choral and musical performances which arose from the extensive work of Drama, Music and Dance staff, Band Director and the establishment of additional choral groups. Whole school events as the Talent Quest, ½ way to MADD, MADD, Theatresports, Debating, Drama, Visual Art Show and the combined schools’ Anzac Day ceremony all provided performers with opportunities to showcase new works and emerging skills. Four main opportunities were provided for students to perform at school level:

- **MADD QUEST** - all students either individually or in self selected groups nominated for a school talent quest. The winners of this Quest were Priscilla Taumalolo and Valentina Priante, Year 10.

- **½ Way to MADD** where works in progress from all drama, dance and music groups were performed for parents and peers. Students performed to an audience of 600 spectators.

- **Music, Dance and Drama subjects** each had a Performance / Enrichment Day in Term 3, held for peers, to perfect performances.

- **MADD night** was held showcasing the best of the performances from the Music, Dance and Drama days. This event attracted a capacity audience of family and friends and was of an exceptional standard.

Other Achievements include:

- **Aoi Hallam**, Year 7, was selected in the State Wind Ensemble, Gabby Craven, Year 10, was selected in the NSW Marching Band and Helen Eade, Year 9, was selected in the State Singers.

- **Seven students were selected for the Regional Choir.**

- **Two Theatresports teams competed in the regional competition.** The Intermediate team finished fourth and the Open team made it to the State semi finals.

- **Three Debating teams competed in the State Debating Competition, with Year 7, and 8 both being Zone winners.** The Year 10 team were regional semi finalists.

- **Twenty students in the Dance Ensemble were successful in performing at the State Dance Festival.**

- **Twelve dancers and sixteen singers performed in the 2008 Schools Spectacular.**

- **Gabby Craven, Year 10, was selected in the Regional Debating Team.**

- **Jasmine Zhao and Thi Hong Nhunh Phan, Year 12, had their major works selected for Art Express.**

- **Rebecca Chan, Year 9, had her artwork selected for the Nagoya Art Exchange in Japan.**

Students rehearsing at the Performance Camp in May.

Other Achievements include:

**Sport**

- **Bulou Waqaliva and Paige Lane, Year 7** were NSW Volleyball state players.

- **Zoe Withers, Year 11** played in the regional lawn bowls team.

- **Thirteen teams competed in the Summer Grade Sport Competition** in nine teams made the semi finals.

- **Sixty seven students participated in Zone Athletics, ten at regional level and one at state level.**

- **Fifteen students participated in zone swimming and two at regional level.**

- **Forty eight students participated in Zone Cross Country and three in Regional Cross Country.**

- **Twenty four teams competed in the Winter Grade Competition** (250 students). Sixteen teams competed in finals and Canterbury Girls
were runners up to Blakehurst High in the Champion Grade School Zone Competition.

- The Open Futsal team played at the State Championships.
- Ten knockout teams competed in state competitions in the sports of: netball, touch football, tennis, basketball, table tennis, lawn bowls, basketball, softball, volleyball and soccer.

Swimming participation increased significantly in 2008

Student Leadership
- Co Captains performed numerous duties at Parliament House, State Leadership conferences and local events.
- Student Representative Council members participated in forums with Canterbury Boys High, Ashbury, Canterbury and Canterbury South Public Schools throughout the year.
- Ivy Tran, Year 10 was the Student Speaker at the Regional Education Launch, and was also one of two regional SRC representatives to State Council. Ivy Tran was also the student representative on the Director General’s Advisory Group for Gender Equity in Education.

Student Representative Council organised a highly successful International Women’s Day assembly for students.

- Regular student leadership breakfast forums were held with Canterbury Public School.
- Students volunteered to collect donations for the Red Shield Appeal, Mahbobas Promise and the Red Cross.

Other
- Sarah Ahmad, Year 8, was runner up in the Law Week Anti-Discrimination Writing Competition.
- 20 Students participated in an eight day cultural trip to Vietnam.
- Jessica Cox, Year 9, was selected in the Regional Open Debate for Aboriginal students at Parliament House.
- Fourteen students competed in the regional Tournament of Minds finals.
- Four students competed in the United Nations Youth Alliance forum.

Other
- Ivy Tran, Year 10, was runner up in the Law Week Anti-Discrimination Writing Competition.

20 Students participated in an eight day cultural trip to Vietnam.

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Academic
In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9) LSG refers to those schools considered to be in like demographic (Like School Group)

Literacy results indicate performance in the high bands (8, 9) above comparative school group, and in low bands (4, 5) significantly below our like school group for the year 7 cohort. This is a very good result. The Year 9 performances in writing is very close to state average and significantly above the like school group. This is a very good result. The Year 9 performances in writing is very close to state average and significantly above the like school group. This is a significant achievement. The improvement in literacy and numeracy achievement from Year 7 to Year 9 is pleasingly across the full spectrum of learners. The majority of Year 9 students improved on their Year 7 Literacy result significantly.

Literacy – NAPLAN Year 7

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in band 2008</th>
<th>Percentage in band 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>6</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>5.5</td>
<td>28.2</td>
<td>28.2</td>
</tr>
</tbody>
</table>

Number – NAPLAN Year 9

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in band 2008</th>
<th>Percentage in band 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>1.8</td>
<td>13.8</td>
<td>29.4</td>
</tr>
<tr>
<td>10.4</td>
<td>30.3</td>
<td>26.1</td>
</tr>
<tr>
<td>5.0</td>
<td>18.6</td>
<td>24.0</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 7

Year 7 Numeracy results show that this cohort outperformed the like school group in the high bands (8, 9) and had fewer students in the low bands (4, 5) than this comparison group. Student’s performance in the high bands (9, 10) was almost on state average. Year 9 also performed strongly in Numeracy, being well above the like school group in the high bands. Close proximity to state average in these bands is a pleasing result. Year 9 students have shown substantial growth above state average from Year 7 SNAP tests 2006 to NAPLAN 2008.

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2008</td>
<td>590.4</td>
<td>560.2</td>
<td>593.7</td>
</tr>
<tr>
<td>Skill Band Distribution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
<td>32</td>
<td>37</td>
</tr>
<tr>
<td>6</td>
<td>31</td>
<td>31</td>
<td>25</td>
</tr>
<tr>
<td>Percentage</td>
<td>1.8</td>
<td>13.8</td>
<td>29.4</td>
</tr>
<tr>
<td>LSG average 2008</td>
<td>10.4</td>
<td>30.3</td>
<td>26.1</td>
</tr>
<tr>
<td>State average 2008</td>
<td>5.0</td>
<td>18.6</td>
<td>24.0</td>
</tr>
</tbody>
</table>
Explicit teaching of Literacy and Numeracy is grounded in faculty quality teaching and learning programs.

Targeted literacy and numeracy programs operated in both stage 4 and 5 across the curriculum to provide individual literacy, numeracy and ESL support for identified students.

Implications

In 2009 additional support for students below the national benchmark in Literacy and Numeracy will continue to be provided by Support Teacher Learning and a Mathematics teacher employed by the school. A staff member will be released to act as Literacy Coach to work across the school on evaluating and ensuring quality assessment tasks contain explicit criteria for learning in literacy and numeracy. The need to extend and challenge those students, who are at the top end of NAPLAN results, Band 9 and 10, is also a school priority.

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).

2008 School Certificate results were outstanding in comparison to those of previous cohorts and when compared to the average in the like school group, see the graph below. Students have made substantial improvements in their results in comparison to state averages for students progressing from Year 5 to Year 10.

Average School Certificate relative performance from Year 5 (value-added)

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2008</th>
<th>School Average 2004 - 2008</th>
<th>LSG Average 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>0.8</td>
<td>1.4</td>
<td>-1.1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0.6</td>
<td>0.2</td>
<td>-1.1</td>
</tr>
<tr>
<td>Science</td>
<td>1.3</td>
<td>0.7</td>
<td>-1.5</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>5.1</td>
<td>3.5</td>
<td>-0.4</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>3.1</td>
<td>1.7</td>
<td>-1.0</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>2.0</td>
<td>1.5</td>
<td>-1.0</td>
</tr>
</tbody>
</table>

Note: By definition, the State average relative performance is zero

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 50 courses, including two VET courses. 96 students completed the HSC in 2008. In total students gained 132 High Achievement bands of 5 or 6 out of a possible total of 498. In 2008 the best results were achieved in French, Legal Studies, Mathematics Extension 1 and 2, Physics and Retail. All of these results were above state average. Individual comparison of some HSC subjects to past school performances and to the like school group appear on the top of page 8.

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. Student’s initial subject choice is one of the key factors in success. Significant staff resource time is spent on this in Year 10. Students undergo a series of interviews to determine progress across year 11 and 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.
Value Added

Student progress from the School Certificate to the HSC was not the usual result for Canterbury Girls. Our value added has been outstanding for several years. Poor performance for several high performing students and several middle performing students, skewed the result in 2008. Student results in all performance bands far exceed those at similar like government schools (LSG) results. We look forward to a return to positive value added again in 2009.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below. These results are outstanding compared to the like school group.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>School 2008</th>
<th>School 2004 - 2008</th>
<th>LSG 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>99.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>92.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>School 2008</th>
<th>School 2004 - 2008</th>
<th>LSG 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>94.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>89.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant Programs and Initiatives

Environmental Education

Our school remains a leader in environmental 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. 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. Activities include:

- Tread Lightly Community Information Day.
- Student construction of a frog bog.
- Ongoing garden development by parents and students.
- Participation in Regional Year 9 environmental debate at Parliament House.

- Green Dear students managed to reduce consumption of electricity across the school by 21.3% compared to the base week in term 3 resulting in a reduction in greenhouse gas emissions (CO2) of 6733.1kgs. This resulted in a $568.80 reduction in the cost of electricity for the trial period.

Aboriginal Education
Student understandings about Aboriginal education are developed through the school's curriculum.

Students watched the Prime Minister's Apology to the Stolen Generation live and a range of curriculum related activities were undertaken. Stage 4 HSIE teaching and learning programs were evaluated by an Aboriginal teacher to ensure they were culturally appropriate.

Aboriginal culture and identity issues are closely examined in the Stage 5 HSIE curriculum. Jessica Cox, Year 9, participated in a regional debate for Aboriginal students. Planning for the implementation of the new Aboriginal Education Policy will take place in early 2009.

Multicultural Education
The school is committed to the provision of a culturally inclusive curriculum. Multicultural Education perspectives are integrated into curriculum areas in order to enhance student understandings of multicultural issues.

As part of the 2008 Crossroads program all students entering year 11 2009 participated in a Making a Difference Day in which they learned about the core values of tolerance, diversity and respect.

A Community Liaison officer has been employed to support the needs of students from Chinese speaking backgrounds. Initiatives to support students from Pacific island backgrounds continue to be implemented to support enhanced retention and engagement for girls in years 7-12. All students of an African background participated in a regular support group with the support of school staff and STARTTS.

One of Year 12's exceptional Visual Art Major Works
Students in year 8 participated in the annual MOSAIC Fusion Forums with 9 other high schools in the region. This project, which has been delivered in partnership with the UNSW student union since 1990, provides students from culturally diverse backgrounds with the opportunity to create literacy-based work which explores their experiences, lives, hopes and dreams. These works are created following discussion forums held in participating schools over a 6-8 week period in Term 3. All works are published and launched annually. Our students’ work was so prolific in 2008 that a separate Canterbury Girls edition of student works was published.

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 continues to facilitate workshops for primary school students and work 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.
Progress on 2008 targets

Target 1
To strengthen School Certificate results in identified areas

Our Achievements include:
The Average School Certificate relative performance from Year 5 (value-added from Year 5 Basic Skills Test results compared to Year 10 School Certificate Results) was outstanding for 2008, with all subjects recording a better result than the like school group. All subjects had a positive value added. Please see the graph and table on page 5.

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

Our Achievements include
- Installation of interactive whiteboards and data projectors, increased use of these for student learning.
- Use of First Class SMS for student attendance monitoring.
- Learning Centre computers replaced to enable more effective use by senior students.
- School Website redesigned.
- Completion of network Cabling for whole school.
- Finalisation of MultiMedia room hardware and software.

Target 3
Maintain school enrolments above 700 students

Our Achievements include;
Student enrolments averaged 666 for 2008. We anticipate 680 for 2009 and 695 for 2010.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations i.e. one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of the Quality of School Life survey and of the Stage 4 Performance class.

Educational and management practice

Quality of School Life (QSL)

Background
Surveys which revealed students’ views on the quality of their school life formed the basis for updating our policies and practices. The QSL survey developed by the Australian Council for Education Research (ACER) was introduced to NSW schools in recognition of the importance of the affective and social dimensions of learning. It has been used successfully with primary and secondary students. The instrument has eight subscales i.e. general satisfaction, teacher/student relationships, student self-esteem, identity, the relevance of schooling, sense of achievement, sense of adventure and negative affect.

Findings and conclusions
Canterbury Girls High School 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.

Future directions
- Annual review of the staff handbook including all student welfare policy and procedures.
- Continue daily monitoring of all student attendance.
- Implement electronic data capture for student records.
- Review and expand support services for senior students.
- Continue Peer Mentoring as a major support for Year 7.
- Continue to offer study skills program across Years 7-12 with a combination of camps, school based forums and class activities.
- Continue to refine support of learning strategies for Language Background other than English students, refugees and international students.
- Continue to use the support services of Ted Noffs Foundation, Rosemount, Reconnect, STARRTS, Links to Learning and Pathways.
- Continue employment of a Chinese Community Liaison officer with a view to also employing Korean and Vietnamese Community Liaison officers in the future.
Curriculum
Stage 4 Performance Class

Background
In 2007 Canterbury Girls High created a designated Year 7 class for 2008 students with a performing arts background, who were committed to maintaining and nurturing academic excellence. Placement in this class was 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. In addition, the structure of stage 4 (Year 7 and 8) curriculum for all students has been modified to meet the changing interests of students. All students, parents and teacher in the 2008 Performance class participated in a survey to determine future directions and views on how the class had worked.

Findings and conclusions
Parent and student surveys generally expressed high levels of satisfaction with the class formation. There was a strong request for additional dance and drama time for the students. There was also a strong request for additional performance opportunities. Staff were concerned that not all students in the class had a music orientation and that this made it difficult to develop high levels of musicology skill.

Future directions
For 2009 the additional learning time for students was allocated to Drama, as this was the prime interest of the majority of students selected for the 2009 class. Additional performance opportunities have been included in the school calendar, for example Junior Theatresports teams, additional debating teams and a commitment to 3 School Based Performance opportunities-Madd Quest, 1/2 Way to MADD and MADD as well as full days for Music, Dance and Drama.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about various aspects of the school including:

- Evaluations of swimming and athletics carnivals.
- Parent teacher night organisation.
- Year 7 satisfaction with curriculum offerings.
- Evaluation of staff committee structures.
- Quality of school Life surveys.

Professional learning
Staff completed whole school training and development in a range of areas which included:- How best to support the learning of English second language students and refugee students; refine teaching and learning programs to improve practice and enhance student outcomes; using the language of Restorative Justice; enhancing student learning focus in Stage 5 and ensuring that programming supports the successful transition of students to Stage 6; a wide range of ICT training in a variety of softwares to enhance student learning. In addition, staff attended over 80 different courses throughout the year.

School development 2009 – 2011

Target 1
A student retention rate of 81%.

Strategies to achieve this target include:

- Consistency across all KLAs in strategies to enhance outcomes in literacy and numeracy Stage 4.
- Continue to develop staff skills in ICT to ensure that ICT is an essential component of learning for all students.
- Consistency across all KLAs in assessment for learning for all stages.
- Differentiation across all KLAs in addressing the literacy needs for ESL and Gifted and Talented students.
- High quality Creative and Performing Arts program to enhance student engagement.
• Review and Implement new student recognition system.

Our success will be measured by:
Retention Rate 2009

Target 2

Attendance rates of 93% for years 7-10 and 91% for years 11 and 12.

Strategies to achieve this target include:
• Employment of Community Liaison officers to support students from diverse cultural backgrounds.
• Close school monitoring of student attendance patterns, both partial and full day absences.
• Review support systems for Stage 6 students.
• Evaluate and modify strategies for supporting Year 6-7 transition.
• Continue annual cycle of well being activities foe each cohort.
• Continue to operate a range of programs to support students’ engagement in education, including: LEAPS, Links to learning, Ted Noffs Counselling, African student Support Program, Pacific Island Student Support, Pathways, Individual Learning plans for all Aboriginal students.

Our success will be measured by:
Attendance rates 2009.

Target 3

35% of Higher School Certificate results being High Performance Bands.

Strategies to achieve this target include:
• Full time staffing of the Senior Student Learning Centre.
• Consistency in assessment for learning.
• Differentiation in curriculum across all KLAs in addressing Literacy needs of ESL and Gifted and Talented students.
• Continued professional learning for staff in Quality teaching.
• Participation in HSC Study Day programs.

Our success will be measured by:
Higher School Certificate Performance Band results and Value Added comparison data.

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. Members of the committee include:

Paul Copas Head Teacher Science
John Bailey Head Teacher Secondary Studies
Cheryl Beatty Head Teacher Mathematics
Marilyn Felsch Head Teacher TAS
Sue Holden Principal
Christina Houvardas Relieving Head Teacher Administration
Julie Ronayne Head Teacher Student Well Being
Jane Slattery Head Teacher English
Vicky Tranter Head Teacher HSIE

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: