Our school at a glance

Messages

Principal’s Message
2011 represented another highly successful year at CGHS characterized by the many achievements of our students.

The academic results in external exams: NAPLAN, School Certificate and the HSC, combined with outstanding opportunities in the Performing Arts and Sport to present the school in a highly favourable position in our area.

Significantly, the willingness of students to put themselves forward in leadership as well as school and community service roles is significant, and the extra-curricular programs continue to flourish, and attract ever increasing membership.

The enjoyment students derive from involvement in the diverse range of activities is evident to all.

One of the challenges for our school is how to keep the school vibrant and continue to provide student engagement and excellence. The developments of 2011, building on the outstanding traditions of the school, give confidence that our school is providing outstanding opportunities for young woman to develop and flourish. The school is certainly moving forward through innovations in technology, the willingness of staff to embrace change in their classrooms, the contributions from many parents, and the ideas and inspiration from many individuals.

To all members of the school community, sincere thanks for the contributions you make to the success and harmony of our wonderful school.

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.


Parents and Citizens Message
The Canterbury Girls P&C continues to be well supported and numbers have grown steadily every year. 2011 saw the P&C continue to be involved in school extracurricular activities such as MADD Night and the very successful Skelig performance. There was an end of year performing arts showcase performance at Summer Hill which was well attended by parents.

The annual Trivia Night P&C fundraiser was held in July raising approximately $4300. An enjoyable night was had by all. Evan Shapiro, one of the Year 7 parents, lent his expertise and acted as quizmaster for the evening.

The P&C continues to support the school to improve facilities and the school environment. Parent participation in regular gardening bees means that the school gardens are well maintained and expanding.

One of the school’s up and coming projects for 2012 is an upgrade to the area surrounding the school canteen. Several of the parents have helped in the initial stages of this project in 2011, facilitating the initial liaison with a class of TAFE architecture student to draw up design concepts plus lending expertise with refining, staging and costing of the project. To this end the P&C has pledged an initial contribution of $10,000 plus any additional funds available through fund raising as well as continued support through expertise and working bees as required.

The P&C would like to thank committee members for their support and also acknowledge those parents who have left the school at the end of 2011 for all their help over the years. Fortunately those numbers are more than made up for by an increase in new parents joining P&C and lending their support. We would also like to thank those members of staff who work so hard to support our children and are continually seeking ways to improve their school experience. We will continue to support the Principal and teachers in any way possible and look forward to another constructive and productive year.

Karen Badart, P&C President
Student Representative’s Message

The way honey oozes and seems to be able to infinitely stretch but remain as one, is analogous to the immense teamwork and cohesion of the Student Representative Council in 2011. I felt privileged to be working with such a cooperative and enthusiastic group that had an endless supply of vitality.

Definitely, the highlights for the SRC were embarking on public transport and Ms Papadopoulos’ car across Sydney region to engage with other schools and councils about their initiatives. What we gained from these conferences and meetings were how we can improve our own school, based on our experiences with a variety of students (who shared the same enthusiasm as us) and adults, such as youth workers and teachers, who imparted their own experiences.

A particularly memorable conference was one held by the City Council in which the honorable Mayor, Robert Furolo, welcomed schools across the Canterbury-Bankstown area to collaborate with council workers and express what we students wanted to change in the local area. This was held at Wiley Park Girls’ where we represented Canterbury Girls’ and declared what the Canterbury area was lacking local amenities such as shops and the things we loved the local festivals and the ice rink. It has been an important duty of the SRC to attend these types of conferences to raise our school’s profile amongst the community.

Another initiative of the SRC was working closely with the canteen in regards to menu options. The canteen took on board our suggestions and has made some modifications to suit these suggestions. The SRC has also confirmed with Ms Holden the exciting plans for the renovation of the canteen.

Taking time out of our lives to serve the school has been something decided effortlessly to do. Helping the school out with Open Night and serving food at post-assembly morning-teas and at Parent/Teacher Night made us significant role players in school functions and helped us raise more money for future SRC initiatives. It is a tradition for the SRC to support the Exodus Foundation through a can-collection we have annually. This year, we did not fail to neglect this practice and continued to collect non-perishable foods for this charity.

It has been a busy year for the SRC and of course, I have only provided a brief snapshot of our hard work. I know the current SRC and their coordinator, Ms Salakas, have some big shoes to fill, which Ms Papadopulous and we students left behind. I am positive that they will achieve greatly as I am constantly amazed at every SRC member’s vitality every year- the girls at this school have great potential for leadership, and I feel very privilege to have worked with such a commendable SRC group.

Carol Hoang, SRC President

School context

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>94.9</td>
<td>94.1</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>93.6</td>
<td>91.4</td>
<td>91.5</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>90.5</td>
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<td></td>
</tr>
<tr>
<td>10</td>
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<td>89.8</td>
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<td></td>
</tr>
<tr>
<td>11</td>
<td>92.4</td>
<td>89.7</td>
<td>88.8</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>92.3</td>
<td>92.5</td>
<td>90.7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>90.4</td>
<td>92.5</td>
<td>91.8</td>
<td>91.5</td>
</tr>
</tbody>
</table>
Management of non-attendance

The school’s policy for managing non-attendance involves notifying parents of a student’s absence each day via SMS, weekly roll monitoring by Year Advisers and follow up with parents and the Home School Liaison Officer. All partial non-attendance is addressed by senior executive staff. This strategic approach to the management of non-attendance has resulted in the school’s ongoing improved student attendance rate.

Structure of classes

In Stage 4, a performance class operates to extend the skills and abilities of students with a strong interest in the performing arts. This has been an extremely successful initiative throughout the past four years and will be extended in 2012 with the introduction of a Year 7 Gifted and Talented Class. In addition to the performance class, designated ESL and STL classes operate in Years 7 and 8 to provide additional ESL assistance and learning support to students. All other students in Years 7 and 8 are placed into mixed ability classes, except in Mathematics where from Year 8 on, classes are based on ability groups.

All students in Years 7 to 12 are required to study English. In Stage 5, students must also study Mathematics, Science, History / Geography and PDHPE. At the midway point in the school year, Year 8 and Year 10 undergo a rigorous subject selection process in which they identify courses for study in the following year. Depending on the curriculum demands of the students involved, student subject selections determine the nature and number of elective subjects for Year 9 and 11 each year.

Retention to Year 12

In relation to the Year 12 cohort 2011, 56% of 2011 HSC students have accepted university offers, 24% are undertaking TAFE courses and 20% are employed or taking a gap year.

Year 12 students attaining HSC or equivalent vocational educational qualification

One hundred and eighteen students gained the Higher School Certificate in 2011. Forty seven of these students had vocational qualifications included in their Higher School Certificate. Ten students gained Certificate 2 in Information Technology, seventeen students gained Certificate 2 in Hospitality (Commercial Cookery), sixteen students gained Certificate 2 in Business Services and four students gained Certificate 2 in Entertainment. Five other students gained vocational qualifications in other single courses.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>42</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>Careers Advisor</td>
<td>1</td>
</tr>
<tr>
<td>Teachers of ESL</td>
<td>3</td>
</tr>
<tr>
<td>Counselor</td>
<td>.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. CGHS has no Indigenous members of staff.

Staff retention

No permanent teaching staff member left the school at the end of 2011. One executive member of staff transferred to another position in the middle of the year. Staff retention continues to be exceptional.
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>60%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>40%</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: 30/11/2011

<table>
<thead>
<tr>
<th>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Total income</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas | $85140.79
- Excursions         | $93396.04
- Extracurricular dissections | $132030.31

Library            | $14846.39
Training & development | $5808.30
Tied funds          | $165409.84
Casual relief teachers | $98630.27
Administration & office | $153784.60
Utilities           | $95555.77
Maintenance         | $51145.76
Trust accounts      | $62613.71
Capital programs    | $109365.11
Total expenditure    | $1067726.89

Balance carried forward | $319422.78

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

The year 2011 was highlighted by outstanding achievement across state and national assessments, the Arts, Sport and a broad range of whole school programs designed to cater for the individual needs of students.

Achievements

Arts

There were many outstanding achievements in the Creative and Performing Arts in 2011.

The following students participated in NSW Performing Arts Unit Ensembles:- Helen Eade-NSW Senior Singers, Aoi Hallam-NSW Wind Ensemble, Javierra Scarrett-NSW Symphonia and Jamile Kibby-NSW Junior Singers.

It was another busy year for Dance students with elective classes, five dance ensembles rehearsing weekly and the addition the first HSC Dance class. Year 9 and 10 Dance elective classes added an exciting dimension to the school production with their amazing performances in ’Skellig’. Year 12 HSC Dance students combined with Drama to perform their core and major study works for parents and friends at HSC Dance and Drama Night. Following their practical examination in August, Helen Eade received a nomination for Call Back for her composition work.

The Gold ensemble (Year 7 & 8) and the Blue ensemble (Years 8-10) performed brilliantly at the Sydney Region Dance Festival at the Seymour Centre, and the Hip-Hop ensemble provided some fierce competition with their dynamic performance at the “Bring it on” competition. The Tap ensemble performed a fantastic collaborative piece with the school’s percussion ensemble at Ashfield Mall during Education Week, and all dance ensembles and elective classes performed over two nights in the school’s annual ‘MADD’ evenings.

Term 4 proved to be just as busy with dance and music twilight performances at Summer Hill shopping centre, and various dance workshops held at the school. These workshops, combining stage 3 students with some of our talented Year 7 dancers, culminated in the forming of the ‘Inner West Region Dance Ensemble’ which will continue rehearsing in 2012 in preparation for the Sydney Region Dance Festival. As well twelve students danced in the annual NSW School Spectacular, always a highlight for the year.
School Spectacular Dancers

In the Visual Arts, Elective Art classes were involved in making backdrops, props and theatrical make-up for the SKELLIG production; the Elective Year 8 Art class was involved in creating a billboard for a Community Art Project that was placed on Hurlstone Park rail bridge overpass; a senior students Art Exhibition was held in September as part of the MADD night celebrations; A Year 11 student, Fauziah Hambali was accepted at the National Art School for a holiday workshop which culminated in an exhibition of her charcoal drawings, earning her a one unit accreditation for her HSC next year and a score of 46/50.

Drama students at CGHS continued to demonstrate excellence in a range of areas. The junior and senior Theatresports teams performed convincingly in the state competition, with the senior team reaching the semifinals. Lulu Lucas and Rosie Schofield from Yr 10 have been selected as first reserves for the Regional Senior Drama Ensemble. Five Year 10 Drama students were selected to attend Kevin Spacey's Richard's Rampage, a unique opportunity to workshop with Spacey before attending his production of Richard III. Yr 12 Drama and Dance held an exceptional performance night for parents, prior to their HSC examination and Year 9 Drama performed for Canterbury Public School. The outstanding achievement was the performance of elective drama students in the school’s major drama production, Skellig, with special mention to Katherine Pech in Year 12 for her excellence in the lead role. Elective drama students in Years 7, 8, 9 and 10 contributed superbly to two MADD performance evenings as performers and stage managers. Rehearsals are now underway for the 2012 school production of Alice the Musical.

Sport

Throughout 2011, the School implemented a broad range of sporting programs to cater for the diverse sporting talents within the student population.

Key sporting achievements for 2011 included:

- Aquatics program for Stage 4 students promoting water safety and life-saving skills.
- Grade sport – 410 students competed in Grade sport throughout 2011, in mini soccer, table tennis, volleyball, oz tag, softball, basketball, netball and soccer.
- Summer Grade sport – 23 teams entered the Summer competition; 9 teams made it through to the grand final; 2nd grade volleyball and 13A volleyball won their grand finals.
- Winter Grade sport – 27 teams entered the competition, 8 made it through to the grand final; 1st grade volleyball, 1st grade basketball, 1st grade netball and 2nd grade netball won their grand finals.
- Weekly recreational sport - Included lawn bowls, gym, yoga, dance, tennis lessons, power walking and ice skating.
- Knockout sport - 9 teams were entered in the Sydney East Knockout Sport Competition including soccer, netball, basketball (both Open and U15 age groups), table tennis, touch football, softball, volleyball and tennis with varying success. The Knockout volleyball team made it through to the quarter finals.
- Two whole school carnivals were held during 2011 – swimming and athletics. The cross country carnival was washed out. The winning House for 2011 was Canberra.
- Canterbury GHS competed in the St George Zone swimming, cross country and athletics carnivals.
• Jenny Nguyen represented St George Zone at regional level in swimming.
• Jamile Kibby, Demelza Taumalolo, Jessica Taumalolo, Pharhyn Edwards, Lydia Maiva and Courtney Mahoney represented St George Zone at regional level in athletics.
• Manasik Siddig, Rayane Hasna, Oriel Parfenow and Alicia Ottogalli represented St George Zone at the Sydney East Girls Football Gala Day.
• Courtney Mahoney, Year 12, was Sports Woman of the year.

Technology

Technology continued to be a whole school priority throughout 2011. Key initiatives in technology throughout the year included:

• School Development Days in 2011 continued to promote teacher confidence and skills regarding the integration of technology into teaching and learning programs, providing faculties with opportunities to work together

• Regional Digital Education Revolution (DER) funding was utilized to enable the continuation of a DER Coordinator at the school. Regional funding was supplemented with school professional learning time to continue the effective implementation of DER

• executive staff collaborated with the DER Coordinator in the development of an e-learning environment (Moodle) so that the Head Teachers would be better positioned to support their staff with the integration of ICT and technology related syllabus outcomes into their teaching practice using online courses

• release day/s were allocated to each faculty so that they could work toward the establishment of online curriculum resources, suitable for use with DER netbooks, to enhance teaching and learning strategies

• beginning teachers were released at the school so that these staff could be mentored by the DER Coordinator to build confidence and skill acquisition in relation to technology

with a particular focus on the use of an e-learning environment

• the employment of a Network Manager by the school for one day a week to maintain the school’s computer network and to ensure that the functioning of computers throughout the school continued to be efficient. The Network Management was supported by Ms Samsa, Computer Coordinator.

• DER Laptops were distributed to students in Years 9 -11 to enable daily access to a learning tool that enhances engagement in learning.

Year 9 Textiles and Design students using their DER laptops.

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 these 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)
NAPLAN Year 7

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

At the same time the percentage of students achieving in the highest bands (Proficient) was extremely good: 25% in Reading; 14% in Writing; 32% in Spelling; 24% in Grammar and Punctuation; 26% in Numeracy.

While in the areas of Literacy, the percentage of students achieving in the highest bands decreased from 2010, most markedly in Writing, in Numeracy there was an increase in the percentage achieving in the highest bands.

### Percentage of Students in Highest Achievement Bands

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>25%</td>
</tr>
<tr>
<td>Writing</td>
<td>14%</td>
</tr>
<tr>
<td>Spelling</td>
<td>32%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>24%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>26%</td>
</tr>
</tbody>
</table>

In terms of mean (average) performance scores, the school was at the state average in Spelling, but below in other areas. Given the school’s hugely diverse population comprising local students, out of area students, refugee students, international students and a majority of students from language backgrounds other than English (LBOTE), it may be more useful to examine overall school growth to gauge the effectiveness of the school’s performance in relation to NAPLAN.

### School Growth

School growth refers to the level of improvement in student results from their last NAPLAN assessments undertaken 2009. In the areas of Reading and Numeracy the average level of growth experienced by students at Canterbury Girls High School was greater than the average level of growth experienced by students in the state and local school education group. This is a very positive achievement, but work will need to be undertaken to heighten growth in the other areas.

### Future Directions

The Year 7 Performance Class will continue into Year 8 in 2012 in order to continue to extend the skills of gifted and talented students in literacy and numeracy. An additional Year 7 Gifted and Talented Class will also be introduced in 2012 to extend the abilities of high achieving students.

A priority for whole staff professional learning for 2012 will be enhancing staff expertise in relation to gifted and talented education to ensure the individual needs of gifted and talented students are effectively addressed.

Targeted support will continue to be provided for students achieving below their personal potential. Support for Year 8, 2012 will include the provision of an elective literacy class, targeted numeracy support, the operation of the Multiliteracy reading program, a Year 8 reading program, STL and ESL classroom support and the Mercy Connect tuition program to assist refugee students. In addition, staff will review Year 8 teaching programs for 2012 to address areas of student under-performance in 2011 NAPLAN.

### Year 9 NAPLAN

Apart from an increase in the percentage of students below minimum standards in Reading (7% in 2010), other percentages were on par with the 2010 cohort.
The percentage of Year 9 students placed in the highest achievement bands (Proficient) for 2011 was extremely sound: 17% in Reading; 18% in Writing; 35% in Spelling; 16% in Grammar and Punctuation; 26% in Numeracy.

Apart from Reading (1% decrease) and Grammar and Punctuation (9% decrease), the percentage of students achieving in the highest bands actually improved from the 2010 cohort in all other areas assessed.

**Percentage of Students in Highest Achievement Bands**

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>17%</td>
</tr>
<tr>
<td>Writing</td>
<td>18%</td>
</tr>
<tr>
<td>Spelling</td>
<td>35%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>16%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>26%</td>
</tr>
</tbody>
</table>

In terms of mean (average) performance scores, the school was above the state average in Writing and Spelling, but below in Reading, Grammar and Punctuation and Numeracy.

**School Growth**

In Spelling, school growth exceeded growth at state and school education group levels. In relation to Grammar and Punctuation, school growth was above the state but below local school education group growth. Improving student growth in all other areas will be a focus for school review and action for 2011-2012.

**Future Directions**

A focus for 2012 will be to increase the percentage of students achieving in the highest bands in Reading, Writing and Numeracy. The school has engaged a Writer-in Residence to work with Stage 5 students in 2011 to extend the school’s talented writers. Additional Numeracy support has been provided to extend students in the middle performance bands. Revising Stage 5 teaching programs to better meet the needs of gifted and talented Stage 5 students will be the focus for the end of year school development days. Extension classes will continue to operate in English, Mathematics, Science and HSIE for Years 9 and 10.

Learning support will continue to be provided to students not achieving to potential in literacy, numeracy, and Stage 5 students will continue to have access to Multilit and Classroom Connect programs.

**School Certificate**

The School achieved its strongest results in the 2011 School Certificate in recent memory, a testimony to the consistently excellent teaching and learning demonstrated by students and staff alike throughout the past two years, and the ongoing commitment by the school to supporting all students to achieve their personal best.

In English Literacy, 28.09% of students achieved in the High Performance Bands, the highest percentage since 2003, and a significant improvement over the 2010 result. Conversely, the school achieved its smallest ever percentage of students achieving in the low performance bands, 23.94%. This was a substantial reduction over the 2010 result, where more than 40% of students achieved results in these bands.

In Mathematics, there was a reduction in the percentage of students achieving in the High Performance Bands compared to 2010 (21.47% in 2011; 24.5% in 2010) but this percentage was still greater than for all other cohorts throughout
2003 to 2009 which did not achieve more than 19% of candidates in the High Performance bands. 2011 did see a reduction in the percentage of students in the Low Performance Bands, however, and an increase in the percentage of students achieving in the Middle Performance Bands.

In Science, one third of all candidates (33.03%) achieved in the High Performance Bands, an exceptional result. Science also saw the smallest percentage of students achieving in the Low Performance Bands since 2003, indicating the ability of the Science KLA to extend students at all levels of the achievement scale.

In History, 26.44% of students attained results in the High Performance Bands, an excellent result, and a significant improvement over 2010, where only 18.62% of students achieved in these bands. History also saw a massive reduction in the percentage of students achieving in the Low Performance Bands, with 37.16% achieving in these bands in 2011 compared with 58.8% in 2010.

In Geography, there was an identical percentage of students achieving in the High Performance Band in 2011 as in 2010, but there was a substantial reduction in the percentage of students achieving in the lowest bands. The progression of students into the Middle Performance Bands was most pleasing.

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

In the School Certificate, students in English, Science, History and Computing Skills in the Lower, Middle and Higher achievement bands all experienced a large degree of value adding in comparison to Year 5, an outstanding achievement. In Mathematics, students in the Middle achievement bands achieved a large degree of value adding, whilst students in the Lower and Higher bands achieved a moderate degree of value adding. In Geography, students in the Higher bands achieved a large degree of value adding, while students in the Middle bands achieved a moderate degree of value adding.

Higher School Certificate

2011 Higher School Certificate

The School achieved exceptionally strong results in the 2011 Higher School Certificate, a reflection of the excellence in teaching and learning achieved by students and staff on a continuing basis.

Two exceptional achievements were the first place in the State achieved by Wenhui Jiang in Chinese 2 Unit Background Speakers and Sara Cho in Korean 2 Unit Background Speakers. In addition, Diana Nguyen was placed third in the State in Physics and Hye-Lin Jeon was placed fourth in the State in Korean 2 Unit Background.
Speakers. The results of these outstanding students underscore the excellent work of the school in catering for the learning needs of students from culturally diverse backgrounds.

The school achieved results above the State average in all English HSC courses - Standard English, Advanced English, ESL English, English Extension 1, English Extension 2 – an exceptional result of which all students and staff should feel extremely proud.

The school was also above the state average in Legal Studies, Society and Culture, Modern History, Society and Culture, Visual Arts, Chinese Continuers and French Beginners, reflecting the strong Humanities bent of students, and the high level of engagement of girls within these areas.

The school was within two score points of the state average in Community and Family Studies, Drama, Music, and Business Services.

There was an overall increase in the percentage of total student results in the High Performance Bands (Bands 5 and 6) from 30% in 2010 to 33% in 2011. Conversely, the percentage of students achieving in the Low Performance Bands (Bands 1, 2 and 3) decreased from 42% in 2010 to 40% in 2011. Shifting students from the Low Performance Bands to the Middle Performance Bands (Band 4) will be the focus of considerable attention in 2012.

The school’s gifted and talented students continue to achieve outstanding success. Approximately 71 students out of a total candidature of 118 students in Year 12 achieved results in the High Performance Bands. Thirteen students were placed in the High Performance Bands in all the subjects they studied.

There was a significant increase in the number of students achieving in the High Performance Bands in comparison to the 2010 HSC in Community and Family Studies, Drama, Standard English, Advanced English, ESL English, English Extension 1, General Mathematics, 2U Mathematics, Physics, Visual Arts and Business Services, highlighting the excellent job the school is doing at extending its gifted and talented students.

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

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

In the Higher School Certificate, students in the Lower, Middle and Higher achievement bands all experienced a large degree of value adding in comparison to their performance in the School Certificate, an exceptional achievement. The level of growth was most pronounced for students in the Lower achievement bands, and least pronounced for students in the Higher achievement bands.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 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.
<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading – 95%</td>
<td>Reading – 86%</td>
</tr>
<tr>
<td>Writing – 93%</td>
<td>Writing – 84%</td>
</tr>
<tr>
<td>Spelling – 98%</td>
<td>Spelling – 93%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation – 91%</td>
<td>Grammar &amp; Punctuation – 88%</td>
</tr>
<tr>
<td>Numeracy – 98%</td>
<td>Numeracy – 94%</td>
</tr>
</tbody>
</table>

While the school is pleased that most of its students in Years 7 and 9 are at or above minimum standards, it will continue to strive to have all students achieve minimum standards, and to eliminate any tailing off in achievement between Years 7 and 9.

**Significant programs and initiatives**

**Aboriginal education**

The school continues to take great pride in the achievements of its Aboriginal students. One of the highlights of the 2011 year was the school’s participation in the Aboriginal Students Debate held in Parliament House. The school team comprising Dana Duke, Keseva Ketchell, Charlotte Edwidge and Madeleine Gill and Chairperson Jessica Cox did an outstanding job at highlighting the strong and intelligent young women of Canterbury Girls High School through their efforts on the day.

A special day was organised in Term Four for the school’s Aboriginal students and their parents to undertake a personal learning plan for 2012 and to take lunch together. This was a most successful day!

Students also participated in a forum with the Honorable Linda Burney, local Member of Parliament on the importance of Reconciliation.

A program to support targeted Aboriginal students to enhance their literacy and numeracy skills was implemented in Term 2, and resulted in increased skills and confidence for participating students.

The Norta Norta program continues to support senior Aboriginal students through the provision of individual support for Stage 6 students.

**Respect and Responsibility**

Ongoing focus on respect and responsibility is embedded into the Canterbury Girls High School student welfare program through peer mentoring and SRC and Prefect leadership initiatives. Student run weekly assemblies flourished in 2011 as part of the responsibilities undertaken by the SRC and prefect bodies. The transition of Year 6 into 7 and regular school gardening bees are areas of school life to which elected student leaders contribute.

LEAPS (Lawyers Encouraging and Assisting Promising Students) is a workplace mentoring program which has run at Canterbury Girls since 2003. Highly successful in engaging students to improve and succeed in the critical middle school years, the fortnightly workshops in the city law firms cover study skills, planning for success and the development of positive values.

The annual Day of Well Being has proven so successful it will be expanded in 2012 to a Week Of Well Being. In the 20011 day students were motivated by keynote speaker Glenn Gerryn of Oxygen Factory, received a study skills session from successful HSC graduates through Elevate Education and watched plays and presentations on resilience, anti-bullying, cybersafety, positive relationships and healthy lifestyles offered by Motivational Media, Young Australia and Zenith Theatre.

Premiers Student Volunteering has been offered to Stage 5 (Years 9 and 10) during 2011, with growing numbers of students participating in
community based volunteering placements to gain recognition for their service. In 2011, 22 students were awarded 13 certificates for 524 hours of volunteering.

Rock and Water is a program designed to assist students to manage emotions, develop improved self esteem and to engage positively with their peers. This was implemented for small groups of targeted Years 8 and 9 students in 2011. This lead to a number of students completing the program and making significant gains in these areas, with worthwhile follow up counseling interventions planed for certain participants.

Multicultural education

Canterbury Girls High School’s strong commitment to multicultural education programs continued as a significant feature underpinning all school programs.

Three full-time ESL teachers work across the curriculum to ensure that teaching and learning programs support the needs of ESL students as well as to enrich ESL students’ cultural knowledge through activities such as excursions and withdrawal and conversation classes. Chinese and Korean Community Liaison Officers provide targeted social support to students from Chinese and Korean speaking backgrounds.

An International students’ program operates to ensure appropriate support is provided to the school’s international students. Refugee students are provided with additional targeted academic and social support through the Mercy Connect program which gives refugee students individual tuition by trained teachers and volunteers.

A bridging course for Year 10 students not undertaking work experience, and predominantly aimed at ESL students, provided 2 weeks of intensive programs related to study skills and other key Stage 6 learning’s to assist students in the transition to senior courses.

Year 10 History Students celebrating the 1960’s at a special event at Ashfield Boy’s High

Other programs

Primary to Secondary Transition

The school continues to implement a rigorous program of support to facilitate the successful transition from primary to secondary school. Four whole days of enrichment activities involving workshops in English, Mathematics, Science and Music Technology were held for 90 Year 5 prospective students from 13 feeder primary schools. The days involved girls working through a series of workshops to produce rich tasks that were presented to parents.

The school also provided a Performing Experience Day for Yr 6 students who were enrolling in 2012 as part of our Yr 7 cohort. A broad range of performing and musical workshops were run providing an excellent day of transitional activities within the structure of a typical high school environment.

A new initiative was offered to our primary feeder schools in the area of Dance: students were involved in workshops, then if selected were offered to join a regional dance ensemble together with our stage 4 students. In addition, the Music department established links with primary students to expand their exposure to string ensembles and concert band experiences.

During 2011, many students took part in several NSW mathematical competitions involving Year 5, 6 and 7 students in the Sydney region. One of our students Ly Lien was successful in being first in the region, she recited $\pi$ to 816 places and will be representing Sydney Region in an
international competition China in the coming year.

Ly Lien, Year 9 with Adam Spencer, from ABC radio celebrating her outstanding Mathematical feat.

All of these activities provided parents and the community an opportunity to witness the extensive range of programs offered to stage 4 students at Canterbury Girls High School, and served to strengthen connections between the school and its partner primary schools.

**Multilit**

‘Making Up for Lost Time in Literacy’ (Multilit) is a program developed by Macquarie University and which is in its second year of implementation at the school. It assists students who have had a variety of language difficulties accessing the curriculum. Students work with the aid of a tutor on a ‘one-on-one’ basis through fourteen stages of phonemic skills which help them to decode and widen their vocabulary. Reading fluency is practised each day and all students have grown in confidence as can be seen, when now, they are willing to speak and read publicly.

Staff report significant improvements in the students speaking, oral comprehension, reading and vocabulary as a result of their participation in the Multilit program.

The program will continue under the leadership of Ms O’Sullivan in 2012 with new students and our wonderful volunteers.

**Mercy Connect Project**

2011 proved to be another successful year for refugee students who had the opportunity to participate in the Mercy Connect Project. This year, our committed volunteers again worked hard, with twelve continuing students from Years 9 to 12, and two new Year 11 students who needed a lot of additional support at this stage of their education.

As the newly released HSC results have indicated, Mercy Connect has contributed significantly to the results of the three Year 12 students, the first Year 12 students to benefit from the academic support and mentoring of our fantastic volunteers.

Unfortunately, two of our volunteers were sad to leave the Project due to work commitments and health issues. We wish them well and we know that our students will miss their encouragement and guidance greatly.

Next year two new volunteers will be joining the Project and we are already looking forward to welcoming them to our School. Our refugee students are especially looking forward to meeting them and enlisting their tutors’ expertise and dedication.

**Environmental Education**

Canterbury Girls has adopted a sustainability statement to direct future environmental learning and action at the school. As a consequence of this, it is intended that in 2012 each faculty will conduct a KLA audit on learning for sustainability and sustainable resource management.

As a part of our environmental education program, we have a Green DEAR group at school involved in the following programs:

- establishing and maintaining a kitchen herb garden at school
- constructing a memorial garden for Melissa Kamara, a Green DEAR member who sadly passed away in April, 2011
- observance of World Environment Day and Earth Hour
- participating in Clean Up Australia Day 2011.
The Green Dear group of Canterbury Girls is proud to share their achievements with the school community.

Canterbury Council announced the inaugural City of Canterbury Sustainable Schools Award winners. Canterbury Girls High School won the runner-up Sustainability Champions award for 2011. The Green Dear and the school community acknowledge the encouragement given by the Canterbury Council to keep our environment clean and green.

Canterbury Girls High also won the Canterbury Council Best School or Community Garden Award in 2011, a testament to the hard work of students, parents and staff.

Literacy

Paragraph Power was run in English and HSIE, integrated with curriculum units that focused upon the explanation and exposition text types. Talented writers in Year 8 and 9 were extended in the Bankstown Youth Development Service "Long Sentences" Performing Writing Project. English HSIE and Science faculties modified Term 1 curriculum and assessment for Years 7 and 9 to support student’s skills in persuasive writing. Staff, via Literacy Committee, reviewed faculty programs to identify where explicit teaching of writing was being taught in Stage 4 and 5 and how to increase these opportunities across the curriculum.

U@UNSW

The U@UNSW program was piloted in 2011 to enable students from equity backgrounds an opportunity to gain extra ATAR points towards a course at the University of NSW by undertaking a series of seminars and pre-entry examinations. Canterbury Girls was fortunate to have both Year 11 and Year 12 students participate in this pilot in 2011 and one Year 12 student – Barbara Pekorava – was offered a place in the University as a result of her successful participation in the program. A number of Year 11 students earned extra ATAR points as a result of completing University of NSW seminars at the end of 2011, and it is hoped that this will positively impact upon any offers they receive to attend the University of NSW in 2013.

Progress on 2011 targets

Target 1

A retention Rate of 80%

Our achievements included:

- Retention rate of 79.1% for 2011 which is only 0.9% under the 2011 target, and an excellent rate of student retention.

Target 2

Attendance rates 2011 Years 7 – 10 - 94%; Years 11 – 12 - 92%

Our achievements include:

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- Attendance rates did not meet designated targets. The School did however exceed state attendance rates for Years 7, 9, 10 and 12, and will continue to work hard to improve overall attendance for all students.

Target 3

35% High Performance Bands HSC 2011

Our achievements include:

- Approximately 33% of all results in the 2011 HSC were in the High Performance Bands.
- There was an overall increase in the percentage of total student results in the High Performance Bands (Bands 5 and 6) from 30% in 2010 to 33% in 2011. Conversely, the percentage of students
achieving in the Low Performance Bands (Bands 1, 2 and 3) decreased from 42% in 2010 to 40% in 2011. Shifting students from the Low Performance Bands to the Middle Performance Bands (Band 4) will be the focus of considerable attention in 2012.

- The school’s gifted and talented students continued to achieve outstanding success. Approximately 71 students out of a total candidature of 118 students in Year 12 achieved results in the High Performance Bands. Thirteen students were placed in the High Performance Bands in all the subjects they studied.

- There was a significant increase in the number of students achieving in the High Performance Bands in comparison to the 2010 HSC in Community and Family Studies, Drama, Standard English, Advanced English, ESL English, English Extension 1, General Mathematics, 2U Mathematics, Physics, Visual Arts and Business Services, highlighting the excellent job the school is doing at extending its gifted and talented students.

- In 2012, faculties will continue to examine strategies to support students to achieve at their personal best and to attain in the High Performance Bands.

Target 4

Personal Learning Plans for all Aboriginal students

- Personal Learning Plans were developed for all Aboriginal students in 2011. A special day for Aboriginal parents and caregivers to work with their daughters and teachers in the development of Personal Learning Plans was held in Term 4, 2010.

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 2011 our school carried out evaluations of ESL programs and the use of rotations in the Science KLA.

Educational and management practice

ESL Evaluation

Background

An evaluation of ESL was undertaken on 7 and 8 November 2011 which examined “How can learning outcomes for ESL students 7-12 be improved across the curriculum?”

The evaluation team consisted of Anne Louey, ESL Consultant, Sydney Region, Louise Finigan, Head Teacher English, Ashfield Boys High School and Andrew Anderson, Deputy Principal, Canterbury Girls High School. The evaluation included a whole school staff survey, interviews with students, parents, executive and ESL staff, a review of faculty programs and school NAPLAN data. As a result of examining a range of qualitative and quantitative data, the evaluation team determined the following findings and recommendations:

Findings

1. Strengths

The school is extremely welcoming of ESL students and a range of whole school programs support the learning and social needs of ESL students.

A high level of pedagogical expertise was demonstrated by ESL staff at the school.

Professional learning supported both ESL and non ESL teaching staff to enhance their capacity to support ESL learners.

ESL students learnt most effectively in classes where explicit teaching of language was undertaken, where every effort was made to explain metalanguage, and where models of expected learning and continual support with assessment tasks were provided.

Class groupings whereby ESL students with significant needs were placed together was effective in maximising learning and social support for ESL students.

Having an ESL teacher teach within the English KLA enabled an understanding of the English language learning needs of ESL students to be identified.
2. Areas for Development / Future Directions

English teachers will continue to work part of their teaching allocation within the English KLA in order to determine the English language learning needs of ESL students.

Each ESL staff member will be assigned to one additional KLA as part of their teaching load: Mathematics, Science and HSIE.

Models for effective team teaching and collaboration will be identified by the school and support provided to all teaching staff regarding the acquisition of effective team teaching and collaborative work practices.

Whole school professional learning will support teachers to take responsibility for ESL learners in their classroom and promote their language development.

DEAR classes comprising first and second phase ESL learners will be formed to support students with homework, personal organisation and language development.

Multilit will be expanded to support ESL students who possess poor literacy skills in their first language, or students who are struggling with English who did not attend an IEC.

Fundamentals of English program will be reviewed to include a focus on the language and skills from other KLAs as these skills are transferrable.

The Careers Adviser will undertake a workshop with newly arrived ESL students to provide them with an overview of the learning and workplace pathways available to them.

A Bridging Elective for Year 10 students will be implemented to support newly arrived students to engage with schooling and to understand learning demands of Stage 6.

Head Teachers will review teaching and learning programs to ensure alignment with the Quality Teaching framework to maximise curriculum support for ESL learners.

The school website will contain translated information for parents about programs and resources which can support students with their learning outside of school hours.

The 8Z Literacy teaching and learning program will be reviewed to incorporate a cross curriculum focus with regard to language skills and knowledge integration.

A meeting has taken place between the Evaluation Team and the ESL staff at the school to plan the implementation of recommendations for 2011 and beyond.

Curriculum

Evaluation of Rotations in the Science KLA

Background

The Science Faculty, in developing a rationale for the evaluation, identified the rotation system used to teach Years 9 and 10 as a focus area for evaluation. The purpose of the evaluation is to ensure the rotation system exposes students to excellent classroom practice, a variety of learning styles and teaching resources, and helps students achieve specific learning outcomes. A rotation in Science is when a particular topic is taught by the same teacher to all classes over the course of the year.

The focus for the evaluation was: ‘Do rotations enable students to achieve their best educational outcomes?’

Surveys with students from Years 9, 10 and 11 and the Science faculty were undertaken to ascertain whether rotations enabled students to achieve their best educational outcomes. These year groups were chosen as Year 9 and 10 have already completed a year involving rotations in Science, and Year 11 was taught using a system of teaching rotations in the previous year. Student surveys were sent electronically to all students in Years 9, 10 and 11. In total, 130 students responded to the survey. All 7 Science teachers responded to the survey.
1. Strengths

The surveys indicated the following strengths in relation to the use of rotations in Science:

Students enjoy being taught by different teachers as they are exposed to different teaching styles, different technological resources in the classrooms, different personalities and they like being taught by teachers with expertise in the subject area.

Students found Science lessons interesting and indicated teachers offered a range of learning experiences such as use of IWB, laptops, experiments, cloze passages, modeling etc.

Each topic was taught by teachers who have an extensive background in these topics and repetition allowed the teachers to improve their resources and differentiate the curriculum to suit the classes’ ability.

Students indicated that the teachers’ enthusiasm for the topic they taught increased their own enjoyment and understanding of the topic.

Student’s indicated that individual learning styles and abilities were being catered for and that teachers provided effective learning experiences.

Teachers indicated that being able to focus on a single rotation gave them time to review, improve the topic program as well as time to build resources that could be passed onto other colleagues and also time to differentiate the curriculum. This has resulted in each program having a differentiated program, with resources for each topic.

Teacher indicated that rotations gave them a greater ability to adapt and modify learning experiences to meet their students’ diverse literacy and learning needs.

3. Areas for Development

The surveys identified the following areas for development in relation to the use of rotations in Science:

Students would like quicker and more detailed feedback after the completion of each topic on both their rotation assessment.

Students found changing timetabled rooms at the end of the rotations problematic. Given the students are in Stage 5 they should be able to read a new timetable and adapt to changing classes, which are provided by the head teacher. The room changes are done to ensure equitable access to resources, laboratories and technology.

Rotations made it more difficult to follow up non-submitted assessment tasks.

3. Future directions

As a result of the evaluation process, it was agreed that the Science faculty in 2012 would:

Consider ways to make the rotations occur more smoothly such as by providing timetables for individual students, identifying the new topic, teacher and classrooms. This was adopted in the last rotation and eased many of the issues resulting from classroom changes. Students were less stressed and arrived to class on time.

Explore ways to provide more formalised feedback to students.

Provide students with topic outlines with outcomes and vocabulary or word lists at the beginning of each rotation. A topic outline helps students know what is expected of them and assists them in revision and study. A wordlist helps students learn the metalanguage associated with many science subjects and supports ESL students.

Allow feasible time frames for each rotation, keeping in mind planned and unplanned school activities, so that equal time is allocated to each rotation.

Ensure technology and laboratory equity when timetabling Science classes for the following year.

Explore opportunities for staff to develop teaching and learning resources which could be administered using Moodle.
Professional learning

The school continued to place significant financial and human resources into ensuring that all teaching staff were professionally supported and committed to ongoing improvements in their teaching practice.

For the third year in succession, all staff completed a Professional Learning Plan in which they identified professional goals for the year and the types of support required. Individual, faculty and whole school professional learning initiatives were then developed to support staff achieve their goals. School Development Days were designed to address identified staff needs and were uniformly highly evaluated.

Technology continued to be a focus for professional learning throughout the Year, and a professional learning project has been undertaken to establish Moodle in all Key Learning Areas. Moodle is an on-line teaching and learning repository which enables the integration of sophisticated information and communication technologies (ICTs) into teaching programs. This project was most successful, and will be expanded upon in 2012 to enable the continued acquisition of improved teaching skills through ICTs for all teaching staff.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Literacy & Numeracy

Outcomes for 2012–2014

- All students in Year 9 attain Proficiency in Reading, Writing and Numeracy in NAPLAN.
- Improved learning outcomes for all ESL learners

2012 Targets to achieve this outcome include:

- No Band 5 in Year 9 Literacy or Numeracy
- 70% of students achieve in expected growth in Reading and Numeracy

- 68% achieve expected growth in Writing.

Strategies to achieve these targets include:

- Year 8 Literacy Elective class supports literacy development of Lower band students
- KLAs review teaching programs based on 2011 NAPLAN results
- Professional Learning for staff in teaching literacy to ESL learners (TELL course).

School priority 2

Curriculum and Assessment

Outcome for 2012–2014

- Students targeted in Gifted & Talented Academic and Performing Arts class have extensive G&T program
- Implement National Curriculum changes
- Implement NSW Record of School Achievement Changes.

2012 Targets to achieve this outcome include:

- High achieving students extended through introduction of Year 7 Gifted and Talented Academic class in 2012.
- Value added for students in Year 12 matched to previous year’s levels.

Strategies to achieve these targets include:

- Ongoing professional learning and support provided to teachers on Year 7 Gifted and Talented class
- Review of whole school Enrichment and Extension Strategy undertaken
- Faculty programs reviewed in response to NAPLAN to further extend students achieving in the High Performance Bands
- Evaluate and review Stage 5 Assessment
- Ensure Year 12 students are supported to maximize performance and opportunity.

School priority 3

Engagement and Attainment

Outcome for 2012

- Investigate and implement appropriate curriculum options in Stage 5
• Build Capacity for engagement of student through ICT.

2012 Targets to achieve this outcome include:
• Maintain Retention Rate
• Maintain Attendance percentages.

Strategies to achieve these targets include:
• Individual Education Plans for all Aboriginal students, refugee students and any students at risk of non completion of compulsory schooling
• Expansion of VET options
• Use of outside agencies to support students at risk
• Ensure learning centre supports senior learning
• Ensure extra-curricular program meets needs of students.

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.

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