



SCHOOL CONTEXT

Canterbury Girls High School is an outstanding single sex girls' high school where students, staff, parents and community members work together to enhance the academic, social and personal outcomes for female students. The school is committed to supporting all students achieve their personal best, and implements a broad range of student focussed, Quality Teaching initiatives to ensure individual student needs are comprehensively addressed.

Canterbury is Australia's city for cultural diversity, reflected in the school's population: a LBOTE population of 78.27% including both international and refugee students; Aboriginal students; local and out of area enrolments. The vast majority of students are highly engaged and enjoy attending school each day; attendance rates are above the state and region average, and incidents of bullying / suspension rates are extremely low. A high level of social support is provided to every student in the school, and proactive student well being programs operate to provide students with a voice and input into genuine decision making.

The school achieves academic and personal excellence for students through the provision of intersecting whole school programs focusing on Quality Teaching, Student Welfare, Technology, the Performing Arts, Environmental Education, Sport and Student Leadership. **Curriculum strengths at the school include:**

Creative and Performing Arts

- Gifted and Talented Performing Arts Class operates for Stage 4
- Extension programs in Music, Art, Dance and Drama operate for all students 7-12
- Individual and group tuition in an instrumental program.

Vocational Education and Training

- Extensive Vocational Education and Training options for Stage 6, including timetabled TAFE on Tuesday afternoons
- TAFE options for students in Years 9 and 10 in Hospitality and Retail
- School based VET courses including Hospitality, Entertainment and Business Services

Gifted and Talented

- Gifted and Talented Academic and Performing Arts Classes operates for Stage 4
- Mentoring program for Stage 5 students in collaboration with Sydney-based solicitors (LEAPS)
- Senior School Learning Centre provides individual academic support / extension for senior students

English as a Second Language (ESL)

- ESL English classes operate to support ESL learners 7-12
- Bridging Course operates to assist Year 10 ESL students make a successful transition to Year 11
- Fundamentals of English operates for all newly arrived students in Stage 6

Languages

- Chinese taught 7-12
- Korean taught 7-12
- French taught 7-12.

Technology

- Extensive use of laptops across Stages 5 and 6
- Teaching and learning facilitated through whole school Moodle (on-line learning environment)
- Electronic interactive whiteboards widely used to support student engagement with learning.

The school supports the personal wellbeing needs of individual students with:

- A proactive whole-school Learning Support Team providing targeted support to any student 7-12 at risk of not achieving their academic potential
- Three full-time ESL students providing personalised support to ESL students across all subject areas
- STL teacher providing assistance to students with learning needs
- Senior Learning Centre operating to support all senior learners
- An International Students Coordinator supporting the school's International Students
- Extensive counselling services supporting the emotional wellbeing of students - School Counsellor, MTC Youth Connections officer and Ted Noffs Counsellor
- A range of community agencies working with the school to provide wellbeing and learning support to students
- Transition programs for Year 5 and 6 students from partner primary schools
- Tuition program for refugee students (Classroom Connect)
- Multilit program operating to support students with high level reading and writing needs
- Individual tuition programs for Aboriginal students.

Special features of the school environment include:

- Commercial kitchen enables VET Hospitality to be taught to industry standard
- Five designated technology learning spaces enable maximum engagement with learning through technology
- Seven classes fitted with Interactive Whiteboards
- Wireless internet connection in all classrooms
- Ten classrooms fitted with data projectors
- Three designated Art Learning spaces, including digital photographic lab
- Extensive grounds enable a broad range of sporting activities to be undertaken, including newly refurbished basketball courts and fitness gym.
- Planning of student cafeteria underway in consultation with the Interior Design students from the University of Technology.
- Environmentally sustainable management of grounds and resources

PRINCIPAL'S SIGNATURE

SED ENDORSEMENT

DATE

SCHOOL IDENTIFIED PRIORITY 1. Literacy and Numeracy																									
OUTCOMES	TARGETS																								
<ul style="list-style-type: none"> Extend middle band students in Stage 5 Numeracy Improved staff capacity in teaching students with ESL needs. Improved learning outcomes for all ESL learners 	<p>2012</p> <p>Year 9 numeracy growth Lower than expected growth 25% Greater than expected growth 75%</p> <p>Year 9 Literacy</p> <table border="0"> <tr> <td>Reading LBOTE students</td> <td></td> <td>Writing LBOTE students</td> <td></td> </tr> <tr> <td>Lower than expected growth 25%</td> <td></td> <td>Lower than expected growth 32%</td> <td></td> </tr> <tr> <td>Greater than expected growth 70%</td> <td></td> <td>Greater than expected growth 68%</td> <td></td> </tr> </table> <p>2013</p> <p>Year 9 numeracy growth Lower than expected growth 30% Greater than expected growth 70%</p> <p>Year 9 Literacy</p> <table border="0"> <tr> <td>Reading LBOTE students</td> <td></td> <td>Writing LBOTE students</td> <td></td> </tr> <tr> <td>Lower than expected growth 30%</td> <td></td> <td>Lower than expected growth 32%</td> <td></td> </tr> <tr> <td>Greater than expected Growth 70%</td> <td></td> <td>Greater than expected Growth 68%</td> <td></td> </tr> </table> <p>2014 Targets will be determined following the release of 2012 NAPLAN DATA</p>	Reading LBOTE students		Writing LBOTE students		Lower than expected growth 25%		Lower than expected growth 32%		Greater than expected growth 70%		Greater than expected growth 68%		Reading LBOTE students		Writing LBOTE students		Lower than expected growth 30%		Lower than expected growth 32%		Greater than expected Growth 70%		Greater than expected Growth 68%	
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
Numeracy						
Extension of middle band students in relation to numeracy.	Enhanced student performance in relation to numeracy.	✓	✓	✓	HT Mathematics	School Funding
Literacy explicitly taught, assessed and reported on in all Key Learning Areas.	Inclusion of literacy outcomes on all Year 7-10 student reports.	✓	✓	✓	DP & Head Teachers	
Models of effective team teaching and collaboration be developed to support ESL learners.	Enhanced support for ESL students across the curriculum.	✓	✓	✓	DP & ESL Consultant	

SCHOOL IDENTIFIED PRIORITY 2. Curriculum & Assessment

OUTCOME/S	<ul style="list-style-type: none"> Establish and embed Curriculum and assessment rigor for Stage 4 Gifted and Talented program Implement National syllabus changes through a Quality Teaching lens Implement ROSA changes. 	TARGET/S	HSC % of Students in Performance Bands			
			2012	2013	2014	
			2012	2013	2014	
			2012	2013	2014	
			2012	2013	2014	
STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
Building teachers' capacity to help ESL students move from spoken English to more academic written English-Tell Course for 20 staff across 6 sessions.	Staff confident in curriculum & assessment differentiation for ESL learners.	✓			All staff involved	Professional Learning – Tied Grant
Continue Cycle of school evaluations to reflect on various aspects of curriculum TAS/HSIE/ Yr 9 Assessment LOTE/ PE/ Student Well being/ Yr 10 Assessment English/ Maths	Improved practices in relation to KLAs / whole school program areas.	✓	✓	✓	Executive	Professional learning Tied Grant
Build teacher capacity to effectively Implement National Curriculum	National curriculum deadlines adhered to.	✓	✓	✓	HT English, Maths, Science & HSIE	Professional Learning – Tied Grant
Support For Gifted and Talented Stage 4 Classes						
Implementation of Digital Portfolio of work samples.	Students have a digital record of work	✓	✓	✓	All Year 7 teachers	
Stage 5 Assessment						
Evaluate Stage 5 assessment to maximise student engagement with the curriculum	Improved assessment practices for Stage 5	✓	✓	✓	Executive	
Support for ESL Students						
Head Teachers review teaching and learning programs to ensure alignment with the Quality Teaching framework to maximise curriculum support for ESL learners. QT must be a key focus when developing new programs in response to National Curriculum Change	Improved learning outcomes for ESL students.	✓	✓	✓	Head Teachers	
DER						
Expansion of Moodle across KLAs to support improvements in teaching and learning	Improved use of technology to support teaching and learning.	✓			HT TAS	Regional funds State tied Grant

Student Voice						
Opportunities explored to enable student evaluation of teaching and learning.	Improved engagement with, and responsibility taken for, learning		✓	✓	DP	
Opportunities explored to enable student self assessment and peer assessment.	Improved engagement with, and responsibility taken for, learning		✓	✓	DP	
Opportunities explored to enable students to have a voice in decisions about teaching and learning.	Improved engagement with, and responsibility taken for, learning		✓	✓	DP	
Curriculum Differentiation						
Support for genuine curriculum differentiation across the curriculum 7-10 be provided to all KLAS	Improved curriculum differentiation at a whole school level.	✓	✓	✓	All executive	

SCHOOL IDENTIFIED PRIORITY 3. Engagement and Attainment

OUTCOME/S	<ul style="list-style-type: none"> Build staff capacity for engagement of students through ICT Investigate & implement more appropriate curriculum options in Stage 5 through Quality teaching 	TARGET/S	Retention				2014	80%
			2012	70%	2013	75%		
			Attendance				2014	93%
			2012	92.5%	2013	93%		
STRATEGIES		INDICATORS		TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
Attendance				2012	2013	2014		
Use of Senior Learning Centre to support full attendance of Stage 6 students.		Improved school attendance data		✓	✓	✓	Learning Centre Coordinator	School Funds
Attainment								
Individual Education Plans (IEPs) developed for all Aboriginal Students focussing on successful completion of schooling.		Increased number of Aboriginal students successfully completing Year 12.		✓	✓	✓	DP	Aboriginal Education Funds
Case management through Learning Support Team of vulnerable learners to support improved attainment levels and post school transition.		Number of students with PLPs developed.		✓	✓	✓	Learning Support Team	
Expansion of VET options for Stage 5 to enable award of Cert II courses.		Increased number of Stage 5 students undertaking TAFE courses / gaining Cert II qualifications.		✓	✓	✓	CA, DP	School to Work
Staff								
Professional development for staff in making curriculum adjustments to better support students affected by NSLA within a Quality Teaching context.		Extent of curriculum adjustments made by staff.		✓	✓	✓	DP. HT TAS	Tied Grant professional learning

Creative and Performing Arts Program						
Embed Performing Arts program in school culture	All students have opportunities.	✓	✓	✓	All Staff	Self funding
Interagency Programs						
Mercy Connect tuition support for Refugee Students	Enhanced learning support for refugee students	✓	✓	✓	DP / ESL Staff	External funding
RAW program coordinated by Jobquest to provide workplace learning for refugee students	Enhanced career education training for refugee students	✓	✓	✓	Careers Adviser	External funding
Ted Noffs Foundation Counselling support for at risk students.	Increased counselling support provided for students re drug and alcohol issues	✓	✓	✓	DP	External funding
Rosemount counselling support and intervention programs for vulnerable students	Increased counselling and social support for vulnerable learners	✓	✓	✓	DP	External funding
Inner West Skills Centre Stage 5 VET courses for students requiring support with career planning	Increased participation of Stage 5 students in VET learning	✓	✓	✓	DP	External funding
MTC Youth Connections support for disengaged students	Increased social support for disengaged students	✓	✓	✓	DP	External funding