Annual School Report

www.Canterburg-h.Schools.nsw.edu.au
School context

Student information

Student enrolment profile

The above graph shows that the school has continued to maintain a very stable enrolment pattern over the past five years in an increasingly competitive local area. Canterbury Girls is the first choice for many young women in the local government area, often in preference to private and selective high schools. The introduction of a Gifted and Talented class in Stage 4 in addition to the established Performance Class has been in direct response to strong community commitment to Gifted and Talented education.

Student attendance profile

The school’s attendance rate continues to be above the state average, although marginally below the average for Sydney Region. The school continues to place significant effort into improving whole school attendance and ensuring each student attends school every day.

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 Head Teacher Welfare and follow up with parents. Serious attendance concerns are referred to the Home School Liaison Officer. Truancy is addressed by the Deputy Principal and by the Sports Organiser in relation to truancy from Sport on Wednesdays.

Post-school destinations

In relation to the Year 12 cohort 2012, 54% of HSC students have accepted university offers, 17% are undertaking TAFE courses and 29% are employed or taking a gap year.

Vocational or trade training

Approximately 24 students out of a cohort of 94 undertook vocational training at TAFE in 2012. An additional 45 students undertook VET courses at school. In addition, 4 Year 11 students – Sarah Ahmad, Madeleine Gill, Tehina Noopai and Dana Duke – undertook traineeships as part of their HSC, while nine Year 9 students completed a Certificate of Attainment in Retail Services during 2012. Ten Year 10 also students completed the Barista Course at Canterbury Hurlstone-Park RSL Club.

The school’s most outstanding result in vocational training was achieved by Yuji Mo who came sixth in NSW in Business Services in the 2012 HSC, an exceptional achievement.
Staff information

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>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>39</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.2</td>
</tr>
<tr>
<td>Total</td>
<td>64.2</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2012, no staff employed at Canterbury Girls High School identified as indigenous.

Staff retention

Ms Jodie Kelso obtained a transfer to South Sydney High School at the end of 2012. No other permanent teaching staff member left the school during 2012. 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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>319422.78</td>
</tr>
<tr>
<td>Global funds</td>
<td>411055.24</td>
</tr>
<tr>
<td>Tied funds</td>
<td>219484.23</td>
</tr>
</tbody>
</table>

School & community sources | 504107.93 |
Interest                   | 20040.15 |
Trust receipts             | 59797.35 |
Canteen                    | 0.00     |
Total income               | 1533907.68 |

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>91782.76</td>
</tr>
<tr>
<td>Excursions</td>
<td>181173.57</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>134203.33</td>
</tr>
<tr>
<td>Library</td>
<td>12426.48</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7620.94</td>
</tr>
<tr>
<td>Tied funds</td>
<td>198458.27</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>71648.18</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>153420.22</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>104516.82</td>
</tr>
<tr>
<td>Maintenance</td>
<td>68185.72</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>58379.47</td>
</tr>
<tr>
<td>Capital programs</td>
<td>146884.02</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1228699.78</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>305207.90</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the Parents’ and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

The school continued to perform at an outstanding level in 2012 in the diverse areas of Academic Achievement, Sport, and the Creative and Performing Arts. Partnerships between students, staff and parents continued to underpin the school’s tremendous achievements in these areas.

Alyssa Graf, Year 9, in the school musical ‘Alice’. 
Achievements

Arts

Canterbury Girls High School’s Creative and Performing Arts faculty continued to consolidate and extend the achievements of students in the Arts throughout 2012. The Faculty came together for three amazing performances of ‘Alice – the Musical’. This production saw the extension and increasing sophistication of students’ work in all areas of design, performance and technical. Elective Art students were involved in making backdrops, props and theatrical make-up.

A number of students earned places in the Department of Education and Communities’ (DEC) Performing Arts Unit Ensembles. These included Claire Badart-Prentice and Scout Eastman in the NSW Senior Singers, Jamile Kibby and Zoe Viney in the NSW Junior singers, Jamile Kibby in the NSW Junior Drama Ensemble and Javiera Scarratt in the NSW Symphonia. The school was also successful in having twenty students participate in the inaugural Create High initiative, with nine students participating in the Drama area, three in Music, two in the Design area, two in the Choral strand and four in the Dance strand.

Drama students demonstrated excellence in a range of areas throughout the year. The Junior and Senior Theatresports teams participated in the state Theatresports Competition. Both teams met their challenges with creativity and energy, with the senior team progressing through to the semi-finals. The Open Theatresports team meanwhile made it to the regional finals. Year 12 Drama students presented their HSC Individual Performance work to parents in a performance night prior to their HSC examination, while Elective Drama students in 7, 8, 9, and 10 presented elements of their work in the highly entertaining MADD performance across two nights. In readiness for next year’s major school production, a Drama Production Ensemble has been established and is working towards the 2013 school production of ‘Sting in the Tale’.

The school’s highly successful Dance Ensemble continued to flourish in 2012. The Ensemble performed at the Sydney Region Dance Festival at the Seymour Centre and was selected for the State Dance Festival. The formation of the Inner West Region Dance Ensemble saw our junior students combining with students from local primary schools in a performance at the Sydney Region Dance Festival. Many dancers were involved in the Expanding Horizons China trip, a DEC initiative to exchange cultural appreciation and knowledge through students participating in an educational tour through China.

Year 7, 8, 9, 10 and 11 Debating teams were entered in various competitions in 2012 and did an outstanding job at representing the school,
with the Year 8 team being zone finalists and the Year 10 team being zone winners. Another excellent public speaking performance was offered by Billi Cole-Doyle, who competed in the Legacy Junior Public Speaking Competition.

**Students at the Regional Dance Festival**

In 2012, Music students had the opportunity of participating in the Kool Skools project. This competition encouraged high school students to not only play musical instruments but also to compose their own music and to write their own lyrics. There was an enormous response to the competition, and fifty of our students successfully composed original music which resulted in their work being selected for recording at Megaphon Recording Studios in St Peters. The resulting thirteen tracks produced were recorded on the ‘Live to Feel’ CD which was distributed broadly. Pollyanna Thomson Year 8 was runner up in the Wecreate DEC State Competition for writing the words and lyrics for an eTrack. The addition of the E Track Song Writing Competition into the Music curriculum extended opportunities for students to create their own original music. Music students also participated in the national Count Me In national singing event on October 1, the Create High School Program and in the Education Week ‘Similaunch’.

![Scout Eastment, Pollyanna Thompson & Thandiwe Gudu with the second place E Track Award](image)

**Sport**

Throughout 2012, the School implemented a broad range of sporting programs to cater for the diverse sporting talents within the student population. Key sporting achievements for 2012 in the area of Sport included:

- **Grade sport** – Nearly 400 students competed in Grade sport throughout 2012, in mini soccer, table tennis, volleyball, oz tag, softball, basketball, netball and soccer.

- **Summer Grade sport** – 22 teams entered the Summer competition; 10 teams made it through to the grand final; 6 teams won their grand final – 1st and 2nd grade volleyball, 15A mini soccer, 13A volleyball, 13A and 13B oz tag.

- **Winter Grade sport** – 23 teams entered the Winter competition, 5 made it through to the grand final; 3 teams won their grand final – 1st and 2nd grade volleyball and 1st grade netball.

- **Weekly recreational sport** - Included lawn bowls, gym, yoga, dance, tennis lessons, power walking, Zumba and ice skating.

- **Knockout sport** - 11 teams were entered in the Sydney East Knockout Sport Competition including soccer, netball (both Open and U15 age groups), 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 semi-finals and the U15 Netball team made it through to the quarter finals in their competitions.

- **Three whole school carnivals were held during 2012 – Swimming, Cross Country and Athletics. The winning House for 2012 was Darwin.**

- **Canterbury GHS competed in the St George Zone Swimming, Cross Country and Athletics Carnivals. Eliza Goslett and Matilda Goslett represented St George Zone at regional level in cross country. Hannah Cazar, Eliza Goslett, Emily Grubisa, Fatmata Kamara, Jascinda**
Manning, Jessica Olrick, Vineta Tohotoa and Bulou Waqaliva represented St George Zone at regional level in athletics.

- An Aquatics program for Stage 4 students promoted water safety and life-saving skills.

- Emily Grubisa was the St George Zone 12 Years Girls Athletics Champion for 2012.

Some fun at the Annual Swimming Carnival

- Manasik Siddig, Lauren Brett, Tara Brett and Alicia Ottogalli represented St George Zone at the Sydney East Girls Football Gala Day.

- Bulou Waqaliva, Year 11, was Sports Woman of the Year.

- A Year 7 Olympic Games Rich day was held in July 2012. To promote student engagement with the Olympic Games, as well as serving as a Year 7 Sport extension program.

Participants in the Year 7 Olympic Games Rich Day.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 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 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
- 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)

**Reading – NAPLAN Year 7**

In Year 7 Reading, 7% of students were below national minimum standards, while 29% of students were deemed to be in the proficient range.

NAPLAN Trend Data for Year 7 Reading shows student achievement at a higher level than at any time since the introduction of NAPLAN in 2008 excepting 2009, and above the average for NSW government schools.
Numeracy – NAPLAN Year 7

In Year 7 Numeracy, 6% of students were below national minimum standards, while 23% of students were deemed to be in the proficient range.

NAPLAN Trend Data for Year 7 Numeracy showed student achievement at the lowest rate since the introduction of NAPLAN in 2008. This is partly explained by the increasing percentage of students enrolling in the school with a strong preference for the Arts and Humanities subjects rather than the Maths and Sciences. Numeracy remains, however, an area for attention in 2013.

Reading – NAPLAN Year 9

In Year 9 Reading, 8% of students were below national minimum standards, while 27% of students were deemed to be in the proficient range.

NAPLAN Trend Data for Year 9 Reading shows student achievement at a higher level than at any time since the introduction of NAPLAN in 2008, and above the state average. This is an exceptional achievement.

Numeracy – NAPLAN Year 9

In Year 9 Numeracy, 7% of students were below national minimum standards, while 22% of students were deemed to be in the proficient range.

NAPLAN Trend Data for Year 9 Numeracy shows student achievement gradually improving each year since 2009, though still below the state average in terms of overall Numeracy performance.
Progress in reading

2012 saw an increase in the percentage of Year 7 students achieving both in the High Performance and Low Performance Bands for Reading over the 2011 cohort. While the increase in the High Performance Bands was most pleasing, support will need to be provided to those students at the lower end of the performance scale.

In Year 9 Reading, there was an increase in the percentage of students achieving in the High Performance Bands over the 2011 cohort, and a significant reduction in the percentage of students achieving in the Low Performance Bands. This was an outstanding result.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard</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>

Progress in numeracy

In Year 7 Numeracy, there was a reduction in the percentage of students achieving in the High Performance Bands from 2011, and an increase in the percentage of students achieving in the Low Performance Bands. This result will require significant attention if the Numeracy skills of this cohort are to be significantly improved in the coming years.

In Year 9 Numeracy, there was a reduction in the percentage of students who achieved in the Lowest Performance Band, while the percentage of students in the High Performance Band remained level with the 2011 cohort. This was an extremely pleasing result.

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard</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>

Higher School Certificate

The School achieved exceptionally strong results in the 2012 Higher School Certificate, a reflection of the excellence in the teaching and learning partnership achieved by students and staff. 86 Students gained the HSC qualification and 6 students gained a Record of School Achievement.

An exceptional achievement was the first place in the state achieved by Mirjana Maksimovic in Serbian 2 Unit Continuers, with an exam score of 97. Another exceptional achievement was Yuji Mo placing sixth in the state in Business Services. Kia Ferrell also should be extremely proud of her examination score of 97 in French Beginners, while Jai Ri should be justifiably pleased with her score of 97 in the Society and Culture.

Four students, Kia Ferrell, Carol Hoang, Jai Ri and Chen Zhang, were within a couple of marks each from being on the All Round Achievers List for NSW. This was a tremendous result from these students. Fourteen students were listed on the NSW Distinguished Achievers List published by the Board of Studies.

The school achieved results above the State average in Business Studies, Standard English, ESL English, English Extension 2, Legal Studies, Modern History, History Extension, Visual Arts, and Chinese Background Speakers – an exceptional result of which all students and staff should feel extremely proud. The school was within two score points of the State average in Advanced English, Extension 1 English, Mathematics Extension 1, Music 1, and French Beginners.

The school improved the percentage of total student results in the High Performance Bands (Bands 5 and 6) at 35% for 2012. This compares with 30% in 2010 and 33% in 2011. The percentage of students achieving in the Low Performance Bands (Bands 1, 2 and 3) was maintained at 40% as it was in 2011.

55% of the HSC candidature achieved results in the High Performance Bands. Nine students were placed in the High Performance Bands in all the subjects they studied, a result of which the school is extremely proud.
**Significant programs and initiatives**

A broad range of high quality programs continued to be implemented in 2012 to address the personal learning needs of individual students and to ensure students remained strongly connected to learning.

**Aboriginal education**

Keseva Ketchell, Maddie Gill and Dana Duke of Year 11 participated in the Aboriginal Secondary Students Debate at Parliament House, Sydney. The girls were outstanding in winning their debate, arguing against identifying Indigenous people as the first Australians in the constitution. Before the debate only 11% of the 150 people present agreed with this side of the argument, but following the girls’ stunning speeches, the group’s opinion changed to 72% in support. The girls are to be praised for their independent research and case preparation and performing so outstandingly.

Sharnee Dingwall and Jessie Simon-Fitzpatrick of Year 7 spent two days at the Observatory Hill Environmental Education Centre applying Mathematics skills to the design of a sustainable community for an area of Barangaroo. This project also saw Sharnee and Jesse joining other Aboriginal students from Sydney Region in a Numeracy Enrichment Workshop.

Charlotte Edwige of Year 8 was the worthy recipient of one of Sydney Region’s Deadly Awards for outstanding achievement by Aboriginal students. In addition, Madeleine Gill and Aaliyah-Jade Bradbury were backstage crew volunteers at the Annual Deadly Awards held at the Opera House.

Six Aboriginal students from Stage 4 worked with a specialist Mathematics teacher for 6 half days on the development of Numeracy strategies which could be used across all KLA’s to enhance their learning. This initiative was funded by a small grant that the school received from Sydney Region. Stage 4 Aboriginal students also served as mentors to Aboriginal students at Canterbury Public School through the implementation of a Peer Gardening Project.

The Norta Norta program continues to support senior Aboriginal students through the provision of individual support for Stage 6 students. An effective partnership between students, their families and the school is critical for the successful implementation of this program which can prove enormously beneficial for students seeking to achieve their personal best in the HSC.

**Multicultural education**

The key strategy for supporting the learning needs of students from diverse cultural backgrounds is through the curriculum. Class structures for Years 7 to 10 ensure students with identified English as a Second Language needs are provided with targeted support. A special Year 10 elective class operates to provide students newly arrived from Intensive English Centres with the language support needed to successfully navigate the Stage 6 curriculum, while a Senior School Bridging Course also operates for Year 10 students in Term 4 of each year.

Initiatives to engage and support students from Pacific background were implemented in 2012. Pacific background students again attended the annual Casula Powerhouse Arts Centre’s Pacific emPowerment Program in Term 3, where Pacific arts and culture were celebrated. Pacific background students also attended a pilot program with the Australian Museum, and were part of the PATHE initiative. A number of Stage 5 Pacific background students were also offered specialised learning support as part of the school’s New School Leaving Age project.

**Respect and Responsibility**

Ongoing focus on respect and responsibility is embedded in the school through peer mentoring, Student Representative Council (SRC) and Prefect leadership initiatives. Student run weekly assemblies continued to flourish in 2012 as part of the responsibilities undertaken by the SRC and Prefect bodies. The transition of Year 6 into 7, Open Night school tours and regular school gardening bees were areas of school life to which elected student leaders contributed. In 2012 the canteen refurbishment was a focus for student leaders, who gave feedback and input into the design of this playground and learning space.
Ly Lien, Year 10, represented the school as School Education Director For a Day as part of the school’s Education Week program.

Helen Wang, Carol Hoang, Jade Doyle, Kia Ferrell, David Ralph and Bob Pitt at the opening of the Canteen Refurbishment.

Lawyers Encouraging and Assisting Promising Students (LEAPS) is a workplace mentoring program which has run at Canterbury Girls since 2004. In 2012, LEAPS was highly successful in engaging 18 Year Nine students to improve and succeed in fortnightly workshops in the city law firms covering study skills, planning for success and the development of positive values.

The 2012 Week of Well Being was enormously successful, with improved attendance by all students, in particular senior students, across the week. During this week, students were motivated by keynote speaker Avril Henry, received a study skills session from successful HSC graduates through Elevate Education, and attended plays, workshops and presentations on resilience, anti-bullying, positive relationships and healthy lifestyles offered by Motivational Media, Young Australia Bamboo Theatre.

Canterbury Girls participated enthusiastically in Wear it Purple 2012, the annual day of recognition and support for diverse gender identities and preferences. Promoted at Monday assembly with a visit from the Sydney Wear It Purple Coordinator, the school held a purple cake stall, and ran an information stall with giveaways containing information and positive messages about tolerance towards and inclusion of all students. A visit from the Police Youth Liaison Officer in the purple police car sent a strong message that the community rejects any violence or harassment based on gender or sexuality.

A community Homework Centre initiative began late in 2012 when St Paul’s Church launched a free Thursday afternoon Homework Centre for Canterbury Girls, providing tutors, wireless internet access for student laptops, and afternoon tea from 3.30 – 5pm weekly. It is anticipated that increased use of this facility in 2013 will support students in completing assignments punctually and in accessing structured time and space to study.

The Premier’s Student Volunteering program was offered to Stage 5 during 2012, with growing numbers of students participating in many community based volunteering placements to gain recognition for their service. In 2012, thirty eight students were awarded certificates for volunteering. Sarah Koorey from Year 10 was awarded the new Black Opal award for completing in excess of 150 hours of volunteering.

Literacy

Strong NAPLAN results in reading and writing in Years 7 and 9 indicated the positive outcome of embedding the teaching of explicit structures of texts in the Term 1 assessment program in the English, Science and HSIE KLAS. The strong performance of Year 9 in reading demonstrated the success of the Year 8 wide reading program coordinated by teacher librarian Ms Liz Manton, which will continue in 2013.

Students in years 7 -10 wrote for a range of community audiences and purposes. These included the Dorothea Mackellar Poetry Competition in which Madeleine Smith of Year 7 achieved the winning entry; and the Sydney Morning Herald “Write Now” fiction writing competition which 20 Year 7 students entered. Twenty-five students from Year 7, 8, and 10 entered the ACER English Competition (Reading). 1 Distinction and 2 Credits were achieved by students in this competition.
The Making Up For Lost Time in Literacy (Multilit) program again was again implemented for targeted Stage 4 students, improving their confidence and skill levels in reading, writing and comprehension.

**Numeracy**

From 27th August to 2nd September, the school celebrated Numeracy Week with random acts of numeracy happening all around the school. Throughout the week, questions, jokes, logical thinking problems and puzzles that require an understanding of numeracy and an ability to think and work mathematically, were placed around the school for the school community to engage with.

The school’s Numeracy Committee continued to meet twice a term, and in 2012 developed a bookmark for staff and students containing numeracy strategies for the most commonly encountered numeracy problems across the curriculum.

On Thursday 25th October, students from Canterbury Girls and five local primary Schools competed in a *Mathematics Mental Calculation Bee* where competitors answered rounds of questions that became increasingly difficult to earn their school’s title of ‘Number Cruncher 2012’. Two related competitions were also held: *The Golden Pi Challenge* where students recited the digits of Pi to a staggering number of decimal places, and the *Rubik’s Cube Challenge*. Mandy Chen of 7C was the winner of the Challenge, placed 3rd in the National Number Crunchers Competition at Darling Harbour.

Sixty-two students from across all years sat for the Australian Mathematics Competition in August 2012, earning 1 High Distinction, 2 Distinctions and 21 credits.

**Technology**

The key Technology initiative for 2012 was a major project involving the expansion of Moodle across all Key Learning Areas. The project was a focus for most professional learning sessions undertaken in 2012 and involved all executive staff leading their teams in the implementation and expansion of Moodle at a faculty level.

Seminal outcomes achieved by this project included:

- ensuring Moodle was implemented and actively utilised in all faculties across the school
- enabling genuine collaboration and the building of executive capacity in relation to management of Moodle through mentoring provided by the project coordinator
- facilitating mentoring by executive staff with other faculty colleagues, and promoting professional dialogue regarding faculty priorities in relation to technology
- enhancing the explicit integration of technology within faculty management plans / teaching and learning programs
- supporting increased student engagement within classrooms through students taking greater ownership of their learning through the use of Moodle.

The consolidation of this project will be a teaching and learning priority for 2013.

**Environmental Education**

In 2012, Canterbury Girls adopted a sustainability statement to direct future environmental learning and action at the school. As a consequence of this, it is intended that in 2013 each faculty will conduct a KLA audit on Learning for Sustainability and Sustainable Resource Management.

![Suha Mohamed Khair, Xannie Gal and Isabelle Robinson on Clean Up Australia Day](image)
As a part of the school’s Environmental Education Program, Green DEAR Group coordinated a number of successful initiatives in 2012: establishing and maintaining a kitchen herb garden at school; maintaining memorial gardens at the school; observing World Environment Day and Earth Hour; participating in Clean Up Australia Day; and implementing the Waste Minimisation Project to collect green wastes from the canteen and Food Technology classes. The school also achieved Second Place in the Canterbury Council Gardening Awards in the Sustainable and Water Wise section.

**Mercy Connect**

For the past three years Mercy Connect has been an integral part of the school community. Committed volunteers have continued to assist refugee students with completing homework and assessment tasks. This assistance has enabled students to become more confident in their studies and in most cases, to meet stage appropriate outcomes. At the same time, volunteers have been successful in building strong, long-lasting relationships with the participating students by being positive role models and by taking a genuine interest in the lives of these students.

In 2012, the Mercy Connect Program involved four volunteers and 12 students in Years 7, 10, 11 and 12. Most students were taught individually or in pairs if they were in the same Year and needed assistance in the same subject area. However, for the first time, the Program also incorporated two periods of team-teaching. The feedback from this new approach was extremely positive.

**Expanding Horizons Project**

In October, 2012, 25 students from Years 7 to 11 represented the school in Sydney Region’s Expanding Horizons trip to China. 23 students represented the school in Dance and Music, while Mandy Chen, Year 7, and Ly Lien, Year 10, represented the school in numeracy initiatives. These students and their teachers prepared for this event over several months and represented the school with exceptional vigor and commitment. Cultural understandings amongst staff and students from both Australian and China were significantly enhanced as a result of this wonderful initiative. Jacob Taylor from the *Engaging China* initiative also worked with participating students prior to their trip to provide them with cultural knowledge about being a student in China.

**Gifted and Talented Education**

The school’s Gifted and Talented Committee continues to oversee the implementation of the School’s *Enrichment and Extension Strategy* which supports staff to address the needs of Gifted and Talented learners.

A curriculum innovation in 2012 was the introduction of a Year 7 Gifted and Talented Class in addition to the Performance Class which has successfully operated in Stage 5 for the past 6 years. The introduction of the Year 7 Gifted and Talented Class will further support staff to meet the diverse learning needs of Gifted and Talented learners in the school through appropriate differentiation and extension. This innovation was highly evaluated at year’s end and will continue into Year 8, 2013.
Another curriculum innovation was the trialing of a unit of work for Year 10 in Term 4 across all subject areas which promoted higher order and applied levels of thinking in order to help prepare Year 10 students for the academic rigor of Stage 6.

Progress on 2012 targets

Target 1

Literacy & Numeracy

- No Band 5 in Year 9 Literacy or Numeracy
- 70% of students achieve expected growth in Reading and Numeracy
- 68% achieve expected growth in Writing.

Our achievements include:

- While there was a reduction in the percentage of Year 9 students achieving in Band 5 in 2012 NAPLAN, 7 students achieved this band in Reading, 11 in Writing, 2 in Spelling, 5 in Grammar and Punctuation and 2 in Numeracy.
- 62% of students achieved expected growth in Reading and Numeracy. This was close to, but did not match, the target of 70%
- Growth data for Writing is not available due to a different text type being used in the NAPLAN Writing assessment. The percentage of students achieving in the highest performance band was 16%, an increase of 10% in comparison with the 2011 cohort.

Target 2

Curriculum & Assessment

- 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.

Our achievements include:

- A Year 7 Gifted and Talented Academic Class was introduced in 2012. This initiative will ensure appropriate extension for Gifted and Talented learners.
- Value adding for HSC students in the Lower and Middle Range continued to place our school in the Large Range for value adding, an outstanding achievement. Value adding for students in the Higher Range decreased from Large to Small due to the under-performance of a small number of high ability students.

![HSC: Relative performance from Year 10 (value-added)](image)

Target 3

Engagement & Attainment

- Maintain Retention Rate
- Maintain Attendance Rate percentages.

Our achievements include:

- The school retention rate for 2012 was 78.4, a slight decrease over 2011, but still significantly above the state average for NSW government schools which was 63.4.
- The school attendance rate for 2012 was 90.9, a slight drop from the 2011 figure of 91.5, but still above the state average for NSW government schools.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 the school carried out evaluations of VET and Student Voice.

VET Evaluation

In Term 4, a team comprising Marilyn Felsch, Head Teacher TAS / VET, Denise Robertson, VET Consultant Sydney Region, and Andrew Anderson, Deputy Principal led an evaluation which examined Satisfaction with Assessment and Flexibility of Delivery, in relation to VET.

Satisfaction with Assessment – Future Directions determined by Evaluation Team:

- Build student understanding of the imperative of gaining competency in a Unit as soon as possible in order to demonstrate consistency over a period of time and enable more efficient assessment processes by staff.
- Enhance whole school understanding of the imperative of students completing work placement uninterrupted in order to comply with BoS requirements.
- Liaise with St George Workplace Learning to ensure more appropriate work placement scheduling e.g. not week prior to yearly exams.
- Review assessment procedures to streamline processes; provide staff with time to liaise with colleagues to improve assessment e.g. three to five areas they would like to improve re assessment and how to go about it.
- VET staff continues to undertake professional learning in the use of Moodle to support teaching and learning in VET.
- Staff access regional support for professional learning regarding the use of Electronic Competency records.
- VET authentic learning and assessment for Business Service and Hospitality to be enhanced in 2013 through participation in whole school projects e.g. MADD, Year 12 Graduation, and Subject Selection.

Flexibility of Delivery – Future Directions determined by Evaluation Team:

- That VET participate in whole school events in 2013 in order to raise the profile of VET and enhance school understandings of VET requirements.
- Investigate the suitability of Stage 5 VET 100 hour courses. Some students indicated an interest in undertaking Year 10 Retail.
- Investigate the practicality of Year 10 Food Technology students assisting Stage 6 Hospitality students in whole school projects.

Student Voice Evaluation

In Term 4, an Evaluation Team comprising Tania Durham and Annisa Suprianto, Year 9, Jane Davison and Martin Lauricella, Regional Curriculum Consultants, and Andrew Anderson, Deputy Principal, examined the extent to which Student Voice was being enfranchised within the school, and strategies for increasing its use.

Student Capacity for Decision Making Regarding Teaching, Learning and Assessment - Future Directions determined by Evaluation Team:

- Teachers negotiate aspects of teaching, learning and assessment with students across Years 7 to 12 so that students feel they have some agency with regard to decision-making.
• Teachers investigate opportunities for genuine decision-making with regard to teaching, learning and assessment. Students stated that increasing decision-making would make learning more interesting and relevant for them.

• Deputy Principal 1) maps assessment tasks onto a school calendar and 2) initiates an assessment policy for Years 7-9 to help manage assessments the scheduling of better.

• A number of parents mentioned that choice is more likely to be afforded students in Gifted and Talented classes. Expanding the capacity for decision-making with less able students may have a positive impact upon learning, engagement and behaviour.

• Students indicated that providing them with choice would increase the likelihood of their preferred learning styles being accommodated in the classroom. The need to expand repertoires of practice and utilise bodily-kinesthetic / 'hands on' / practical learning experiences was identified by a number of students.

• Teachers continue to use Moodle to explore opportunities for enhancing student choice, feedback and decision-making.

Student Capacity for Giving Feedback on Teaching and Learning - Future Directions determined by Evaluation Team:

• Teachers enable students to provide feedback on the teaching and learning at key points in the teaching and learning continuum e.g. end of term, end of a unit of work.

• Disengaged students in particular would welcome the opportunity to give feedback on teaching and learning and to have a greater voice regarding the teaching practices used.

• Teachers utilise peer evaluation, self-evaluation and unit evaluations as ongoing components within the teaching and learning cycle.

Student Capacity for Giving Views Regarding Schooling - Future Directions determined by Evaluation Team:

• The establishment of processes through which less confident students can provide feedback to SRC / Prefect representatives, and to understand the purposes of these two groups, should be investigated.

• When it is not possible to take up a view offered by students, some process for feeding back reasons why the view was not accepted should be explored.

• Each term a meeting should be held during DEAR between a year and their SRC representatives to address emerging issues and to make decisions.

• Teachers would welcome an opportunity to hear about and discuss what others teachers have done to enfranchise student voice within their curriculum areas.

• New Australian Curriculum / NSW syllabuses provide an opportunity to integrate student voice, active learning, negotiation, pre-testing.

• To identify what students know / want to know / how they want to learn) into teaching, learning and assessment. These need to be formal components of all new teaching and learning programs across the KLAs.

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 fourth year in a row, all staff completed a Professional Learning Plan in which they identified professional goals for the year and the types of support required for achieving these. 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 highly evaluated by participants.

Technology continued to be one of two main focuses for professional learning throughout the year. This resulted in the expansion of the project commenced in 2011 to establish Moodle in all Key Learning Areas. The other professional learning priority for 2012 was the Teaching English Language Learners (TELL) course facilitated by Anne Louie and Bernadette Cooke, Regional ESL consultants, and which provided intensive support for staff in meeting the language needs of LBOTE learners.

School planning 2012—2014

School priority 1 - Literacy

Outcomes for 2012–2014

- Improved staff capacity in teaching students with ESL needs.
- Improved learning outcomes for all ESL learners.

2013 Targets to achieve this outcome include:

- 70% of Year 9 LBOTE students achieve greater than expected growth in Reading.
- 68% of Year 9 LBOTE students achieve greater than expected growth in Writing.

Strategies to achieve these targets include:

- Maintaining ESL focused support to Stage 4 and Stage 5 English, Science and HSIE classes.
- Continued professional learning for staff in relation to meeting the literacy needs of ESL students.
- Continuing whole school Literacy focus through the work of the Literacy Committee and including Literacy outcomes in all 7-10 KLA reports.

School priority 2 - Numeracy

Outcome for 2012–2014

- Extend middle band students in Stage 5 Numeracy

2013 Targets to achieve this outcome include:

- 70% Year 9 Numeracy achieve greater than expected growth.

Strategies to achieve these targets include:

- Targeted Numeracy support to middle band students in Stage 5.
- Numeracy Committee to continue to support the teaching of Numeracy across all KLAs.
- Whole school events such as Numeracy Week and Number Crunches continue to promote student engagement with and interest in Numeracy.

School priority 3 – Curriculum & Assessment

Outcomes for 2012–2014

- 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.

2013 Targets to achieve this outcome include:

- HSC % of Students in Performance Bands: 30 LPB; 30 MPB; 40HPB
- HSC Value added In Performance Bands: 6 LPB; 6MPB; 6HPB.

Strategies to achieve these targets include:

- Gifted and Talented Committee review and enhance assessment for Stage 4 Gifted and Talented classes
- Deputy Principal and Head Teachers develop ACARA Implementation Plan to ensure all 7-10 Scope and Sequence documents, and

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Year 7 and Year 9 teaching programs are completed by end of Term 4, 2013

- School executive coordinates ROSA changes, including the allocation of achievement grades and the collection of work samples exemplifying each grade.

**School priority 4 – Engagement and Attainment**

**Outcome for 2012–2014**

- Build staff capacity for engagement of students through ICT
- Investigate & implement more appropriate curriculum options in Stage 5 through Quality teaching.

**2013 Targets to achieve this outcome include:**

- 75% Retention Rate
- 93% Attendance Rate.

**Strategies to achieve these targets include:**

- Consolidation of School Moodle Professional Learning project undertaken ion 2011-2012
- Faculty evaluations and ACARA program development to investigate Stage 5 curriculum options.

**Messages**

**Principal’s message**

2012 represented another highly successful year at CGHS characterized by the many achievements of our students.

The academic results in external exams, NAPLAN, 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 2012, 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. 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.**

**Parents & Citizens message**

The Canterbury Girls P&C has had another successful year and meetings continue to be well attended. Members have been active in 2012 running catering for School performance evenings such as MADD and Alice the Musical. Several parents worked together to setup a Wine Club which was well supported despite some issues with the ordering process. P&C parents have also participated in several Gardening Bees plus a Painting Bee for painting of the newly renovated Canteen area. The school grounds and general environment benefit enormously from this kind of input and the P&C looks forward to continuing support for these kinds of worthwhile improvements.

The annual Trivia Night P&C fundraiser was held in July raising over $5000. The evening went well and was attended by approximately 120 people.
which had the Cantabrian Hall filled to capacity. Evan Shapiro did the honors as quizmaster once again and did an amazing job.

The P&C made financial contributions to the canteen upgrade of $15,000 plus a contribution of $10,000 for the provision of Air Conditioning units for the Cantabrian Hall.

The executive would like to thank all committee members for their support, both current members and those who have now left the school. A special mention must be made of Dimity and Ian Flowers for their consistent support in the roles of President and Treasurer respectively. We hope to see stable membership and welcome participation from new parents in the coming year. Also of course we would like to thank the principal and staff for their continued commitment to the school and look forward to continuing our support in any way possible.

Karin Badart P&C President

Student representative’s message

What a year it has been for the Student Representative Council of 2012. With Ms Salakas taking on the role of the new SRC Coordinator, the SRC took on many endeavours which contributed to a successful year. At the end of 2011, the SRC continued the tradition of collecting canned food for the Exodus Foundation. We collected over 1000 non-perishable food items, and this was matched very recently with the SRC concluding 2012 with again over 1000 items of canned foods which will be donated to underprivileged families during Christmas time.

International Women’s Day was another successful project for the SRC. Together with the Prefects, the SRC conveyed the message of “Who Run The World? Girls!” Our guest speaker, Aminata Conteh, told her story about her struggles as a refugee woman and a representative from the STARTTS organisation told us about the work they do with supporting refugees. The SRC and Prefects together with the students from Canterbury raised $500 for this fantastic organisation.

Venturing off to schools around the local area for Zone SRC Meetings was definitely another highlight for 2012. At these Zone SRC Meetings, we combined with representatives from other schools and shared our school’s successes and assisted in exploring new ideas.

One of the biggest successes for 2012 was the completed renovation of the canteen. Students now have a kitchenette and warm gathering area which has been a huge hit.

It is been a privilege to work with the SRC of 2012. I would like to thank everyone who has supported the SRC. Good luck to the SRC of 2013 and future years.

Susan Mcleod, SRC President

About this report

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

- Sue Holden, Principal
- Andrew Anderson, Deputy Principal
- Karen Badart, P & C President 2012
- Susan McLeod, SRC President 2012

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