Canterbury Girls High

Annual School Report 2014

Public & Proud
School context statement

Canterbury Girls High School is an outstanding single sex girls’ high school in which students, staff, parents and community members work together to enhance the academic, social and personal outcomes for girls. The school community is committed to ensuring that all 682 students achieve their personal best. Canterbury is Australia’s city for cultural diversity, and this is reflected in the school’s population: a LBOTE population of 68.67% including both international and refugee students; Aboriginal students; local and out of area enrolments.

Student information

Student enrolment profile

The school has managed a small increase in enrolments, a significant accomplishment given the highly competitive inner-city demographic the school draws from.

Attendance rates for the school continue to be above the average for NSW public schools. The school expends considerable resources monitoring student attendance and working closely with families to support each student’s full attendance at school.

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>94.1</td>
<td>93.8</td>
<td>93.0</td>
<td>94.9</td>
<td>94.4</td>
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<tr>
<td>8</td>
<td>91.4</td>
<td>91.5</td>
<td>91.2</td>
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<td>9</td>
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<td>10</td>
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<td>92.4</td>
<td>90.0</td>
<td>91.6</td>
<td>89.4</td>
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<td>88.8</td>
<td>91.5</td>
<td>90.3</td>
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</tr>
<tr>
<td>12</td>
<td>92.5</td>
<td>90.7</td>
<td>88.8</td>
<td>92.7</td>
<td>93.0</td>
</tr>
</tbody>
</table>

| Total | 91.8 | 91.5 | 90.9 | 92.3 | 92.9 |

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>92.6</td>
<td>92.5</td>
<td>92.4</td>
<td>93.2</td>
<td>93.3</td>
</tr>
<tr>
<td>8</td>
<td>90.5</td>
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<tr>
<td>10</td>
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<td>89.1</td>
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<td>88.3</td>
<td>88.8</td>
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<tr>
<td>12</td>
<td>89.8</td>
<td>89.2</td>
<td>89.3</td>
<td>90.1</td>
<td>90.3</td>
</tr>
</tbody>
</table>

| Total | 89.9 | 89.2 | 89.1 | 89.9 | 90.2 |

Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10 %</th>
<th>Year 11 %</th>
<th>Year 12 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>NA</td>
<td>NA</td>
<td>5%</td>
</tr>
<tr>
<td>employment</td>
<td>NA</td>
<td>3%</td>
<td>9%</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>1%</td>
<td>2%</td>
<td>15%</td>
</tr>
<tr>
<td>university entry</td>
<td>NA</td>
<td>NA</td>
<td>69%</td>
</tr>
<tr>
<td>other</td>
<td>13%</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>unknown</td>
<td>6%</td>
<td>6%</td>
<td>1%</td>
</tr>
</tbody>
</table>

The majority of HSC candidates at Canterbury Girls proceed to university, with, additionally, a small number proceeding to training or employment.

Year 12 students undertaking vocational or trade training

Eight students out of a cohort of 108 students undertook external vocational or trade training for the 2014 HSC.
Workforce information

<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 Teacher(s)</td>
<td>44</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>69.8</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The school welcomed an Aboriginal teacher in the HSIE Faculty in 2014. This is the school’s only Aboriginal staff member.

Teacher qualifications

All teaching staff meets 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>

Professional learning and teacher accreditation

All staff at Canterbury Girls High School undertakes a Professional Learning Plan in which they identify professional learning goals for the coming year and the support required for achieving these. Plans are then used to guide the planning of professional learning activities and the allocation of professional learning funds throughout the year. The school takes the responsibility for supporting each staff member to continuously improve practice extremely seriously.

Beginning Teachers

Two permanent beginning teachers were appointed to the school in the Maths and HSIE faculties in 2014. As permanent staff, they attracted additional funding which enabled them to be released from classes one day per fortnight to work with a mentor on strategies to support improvements in practice. Two temporary beginning teachers worked throughout the year in the Music and PDHPE faculties and were supported by school professional learning programs.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>343621.56</td>
</tr>
<tr>
<td>Global funds</td>
<td>428729.28</td>
</tr>
<tr>
<td>Tied funds</td>
<td>249479.28</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>453675.02</td>
</tr>
<tr>
<td>Interest</td>
<td>12658.90</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>56821.90</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

2014 was an extraordinary year for the school with a myriad of outstanding programs across a broad range of areas. The HSC results were the best since the introduction of the new HSC in 2001; student growth in external assessments was exceptional, and participation in extracurricular programs reached new levels in terms of quality of performance.

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total income</td>
<td>1544985.94</td>
</tr>
</tbody>
</table>

### Canteen

| 0.00 |

### Total income

| 1544985.94 |

### Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>130741.42</td>
</tr>
<tr>
<td>Excursions</td>
<td>111238.62</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>124818.31</td>
</tr>
</tbody>
</table>

| Library | 17382.54 |
| Training & development | 4991.34 |
| Tied funds | 249563.33 |
| Casual relief teachers | 81310.25 |
| Administration & office | 128718.86 |
| School-operated canteen | 0.00 |

| Utilities | 105107.63 |
| Maintenance | 57856.17 |
| Trust accounts | 35273.44 |
| Capital programs | 27714.75 |
| Total expenditure | 1074716.66 |

### Balance carried forward

| 470269.28 |

**Academic achievements**

**NAPLAN**

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.

**Year 7**: from Band 4 (lowest) to Band 9 (highest for Year 7)

**Year 9**: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select **GO** to access the school data.

**Year 7 NAPLAN**

### Summary

The percentage of students Below National Minimum Standards continues to be extremely small: 2% in Reading; 2% in Writing; 3% in Spelling; 5% in Grammar and Punctuation; 4% in Numeracy. The results are in line with 2013 results.

Conversely, the percentage of students achieving in the highest bands (Proficient) was excellent: 29% in Reading; 20% in Writing; 36% in Spelling; 29% in Grammar and Punctuation; 18% in Numeracy.

In relation to Literacy, the percentage of students achieving in the highest bands was above the
figure for the State in Reading, but slightly below in all other areas. In Numeracy there was a decrease in the percentage of students achieving in the highest bands, from 24% in 2013 to 18% in 2014.

### Percentage of students in highest achievement bands

<table>
<thead>
<tr>
<th>Year 7</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>27%</td>
<td>29%</td>
</tr>
<tr>
<td>Writing</td>
<td>31%</td>
<td>20%</td>
</tr>
<tr>
<td>Spelling</td>
<td>39%</td>
<td>36%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>34%</td>
<td>29%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>24%</td>
<td>18%</td>
</tr>
</tbody>
</table>

In terms of mean (average) performance scores, the school was above the average for NSW Public Schools in all areas of Literacy, but below in Numeracy – 528.8 for Canterbury Girls; 552.3 for NSW Public Schools.

However, 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 is really more appropriate to examine overall Student Growth as a barometer of the school’s effectiveness with regard to Teaching and Learning than to focus on average scores.

### Student Growth

Student Growth refers to the level of improvement in student results from their previous NAPLAN assessments undertaken in 2012. In the 2014 NAPLAN examinations, the level of Student Growth for Canterbury Girls High exceeded the average level of growth by students at both a State level and a NSW Public School in all areas of Literacy and Numeracy. This is an exceptional achievement.

### Year 9 NAPLAN

The percentages of students Below National Minimum Standards (BNMS) were as follows: 4% in Reading; 15% in Writing; 4% in Spelling; 7% in Grammar and Punctuation; 5% in Numeracy. In all areas of Literacy, Canterbury Girls had a smaller percentage of students BNMS than the state average. This is an excellent result which affirms the significant support being provided to students to address learning deficits in Literacy. In Numeracy, the School percentage was identical to the state figure of 4% BNMS, a very fine result indeed.
The percentage of Year 9 students placed in the highest achievement bands (Proficient) for 2014 was excellent: 34% in Reading; 17% in Writing; 37% in Spelling; 28% in Grammar and Punctuation; 26% in Numeracy.

In all areas of Literacy, the percentage of students achieving in the highest performance bands was greater than the State percentage, an exceptional result. Only 16% on NSW candidates achieved in the highest performance bands for Writing, helping to explain the reduction in the school’s percentage in this area.

In Numeracy, 26% of students achieved in the highest performance bands compared to 29% for the State. This is a most commendable achievement and an improvement over the 2013 result.

In terms of Mean (average) performance scores, the school was above the average for NSW Public, Catholic and Independent Schools for all areas of Literacy, but below in Numeracy. This reflects the increasing trend of enrolments with a stronger aptitude for the Humanities than for the Maths and Sciences.

Student Growth

In all areas of Literacy and in 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 for both the State (Public, Catholic and Independent combined) and NSW Public Schools. A caveat is that in the aspect of Writing, the school was above the average growth for students in NSW public schools but slightly below the level of growth for all schools. This is still an exceptional achievement and a testimony to the excellence of teaching afforded every student at Canterbury Girls High School.
Higher School Certificate (HSC)

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

The school achieved its best ever results from within the period 2004 to 2014 in the 2014 HSC. Seventy-Three per cent of HSC students gained at least one High Performance Band, a significant improvement over the 55% in the 2013 HSC, and an outstanding level of attainment by students.

The school performed above the state average in Ancient History, Biology, Drama, English Standard, English Advanced, English ESL, English Extension 2, Legal Studies, Mathematics General, Mathematics 2 Unit, Mathematics Extension 1, Mathematics Extension 2, Modern History, Music, Physics, Visual Arts, Chinese Continuers, Chinese Background Speakers, French Beginners, and Business Services. The school continues a trend of tremendous academic achievement in comparison with the state; in five years, the number of subjects above state average has doubled; the number of subjects below state average has almost halved.

These results indicate that the school is continuing to do an outstanding job at catering for the diverse learning needs of students across a broad range of subject areas. For the first time, the school was above the state average in all Mathematics courses, a superb achievement.

The school was within two marks of the state average in Business Studies, Economics, English Extension 1, History Extension 1 and Studies of Religion, a very sound achievement.

Areas the school will continue to support improvements in learning include Chemistry, Dance, Textiles and Design and Hospitality, where candidates were at least 5 percentage points below the state average.

In comparison to the 2013 Higher School Certificate, the school increased the number of students achieving in High Performance Bands (Bands 5 and 6) in Ancient History, Community and Family Studies, Economics, English Advanced, English Extension1, English Extension 2, General Mathematics, Mathematics 2 Unit, Mathematics Extension 1, History Extension, Music, Textiles and Design, Chinese Continuers, Chinese Background Speakers, French Beginners and Business Services.

Trend data for 2008 to 2014 shows an increasing trend of student achievement in the High Performance Bands and decreasing achievement in the Low Performance Bands. For the second successive year, the percentage of students in the High Performance bands is greater than the percentage in the Low Performance Bands. In 2010, there was a 12% increase of students in the Low Performance bands compared to the High; in 2014, these results have been virtually reversed, with 11% more students in the High Performance bands than in the Low. This is a tremendous transformation.

This increasing number of students achieving in the High Performance Bands can be attributed to a number of intersecting factors, including the introduction of Performance and Gifted & Talented class structures, the implementation of a broad range of engaging, extra-curricular programs, extensive expenditure on technology and other innovative resources and a high level of social support afforded to each student. The critical factor underpinning this trend remains teacher quality and the relentless focus on quality teaching at CGHS. The school will continue to provide the leadership and professional learning needed to ensure each teacher has the capacity to address the personal learning needs of individual learners and address ever-evolving educational challenges.

Value-added

In terms of HSC value-adding, the level of improvement students have made in their learning since the Year 9 NAPLAN in 2011, Canterbury Girls achieved in the Large value-added range for Lower, Middle and High Band students. Large is the highest level of value-added a school can achieve. It is unusual for a high school to achieve Large value-added for all levels of student achievement. The school is thrilled its wonderful Year 12, 2014 achieved such an extraordinary level of improvement, well above the average for NSW HSC students.

HSC: Relative performance from NAPLAN Year 9 (Cohort Progress)
HSC Improvement Strategies

Each year staff go through a rigorous process to analyze the previous year’s results and plan for how to improve results further every subject studied for the HSC. In follow up to the 2014 HSC results, staff in subjects which were under the state average, Chemistry, Dance, Textiles and Design and Hospitality, have all participated in professional learning meetings with experienced HSC markers in ways to improve students results. As well a Year 12 student support group has been established on a Friday lunch, run by volunteer teachers to assist students. The Senior Student Learning Centre has again been fully staffed so that Year 12 students have support from trained teachers during study periods. In addition each curriculum area has spent professional learning time identifying and implementing strategies to achieve ongoing improvement.

Other achievements

Creative and Performing Arts

The Creative and Performing Arts faculty at Canterbury Girls High school continued to extend the opportunities for students to partake in all areas of study and extra-curricular activity in 2014. Opportunities were offered for our students to participate in a range of performance activities from our subject specific Showcases, Education Week, Schools Spectacular, Art Exhibition, Dance Festival, Kool Skools, (a music recording project) to our Drama performance ‘Fancy Footwork’, Band Camp and our HSC showcases.

Our major production was ‘Fancy Footwork’ and was outstandingly successful, with performances by all three of our Drama Ensembles: Year 7, Junior and Senior Ensemble. The performance entertained parents across two nights as well a matinee performance. We were blessed with the arrival of our new staging purchased through the financial support of our hard-working P & C. This purchase has enabled as to continue presenting to large audiences but has also enabled a more intimate performer/audience relationship which is particularly useful for our HSC Showcases. Theatre Sports continued to attract interest in 2014. We once again ran an inter-school Theatre Sports Challenge in Term Four. The Junior and Senior Theatresports teams again participated in the NSW Schools Theatresports Competition.
Art students continued to industriously and creatively complete the canteen murals. The Year 12 Farewell dinner and P & C functions had the glory of amazing French provincial scenes as a backdrop courtesy of the elective Year 8Z class. This Unit of Work was commenced in 2012 and has been added to by subsequent classes. These have been designed and painted to be timeless, mesmerising and colourful taking the parents, students and visitors into an imagined environment every time they visit our renovated canteen.

Visual Arts students presented their Major Art Works during the school’s Annual Art Exhibition which again proved to be a resounding success with the school community. Showcase evenings in Music, Dance, and Drama enabled stage six arts students to present their work to an audience in preparation for examination. We again staged our MADD night when parents were invited to see the work their students accomplished in the classroom. An increasing number of students were able to extend their skills and experience in the various strands of the performing arts through their participation in extra-curricular Ensemble groups.

A number of students earned places in the Department of Education and Communities’ (DEC) Performing Arts Unit Ensembles. These included students selected for dance, drama, instrumental and singing. Anastasia Bampos and Ariel Fowkes in Year 8, and Lyndsey Barry-Byrnes, Frankie Eastment and Lucy Miljak in Year 7 all became members of DEC Drama Ensembles. Neave Kemp Year 8 became a member of the Sydney Wind Ensemble and Lucy Melville, Year 8 and Zoe Viney Year 9 has been singing with the Public School Singers.

Once again our school was invited to send a troupe of dancers to participate in the School Spectacular. Scout Eastment’s HSC Music performances were so impressive her work was selected for ‘Encore’, the showcase for the very best of HSC music performances. The school was also invited to perform a range of work from our Dance Ensemble, Percussion Band, and our Drama Ensemble as part of Education Week celebrations at Ashfield mall.

The school’s highly successful Dance Ensembles continued to flourish in 2014. Our Dance Ensembles performed at the Sydney Regional Dance Festival at the Seymour Centre under the guidance of Ms Reed and Ms Hunter.

In readiness for next years’ School Musical “Mean Girls Too!” all performance ensembles are underway with rehearsals and school workshops in preparation for their performances in 2015.

In 2014 music students had the opportunity of once again participating in the Kool Skools Competition. Over forty students across the school had the opportunity to write their own lyrics and compose their own song and work with our wonderful music teachers and music industry professionals to make a recording in a professional studio.

There was an enormous response to the competition, and our students successfully composed original music which resulted in their work being selected for recording at Music Feeds.
Recording Studios in St Peters. The resulting fourteen tracks produced were recorded on the ‘Volumes’ CD which was distributed broadly. Our school has once again been selected to attend the Kool Skools Award Ceremony.

Sport

2014 again saw many highlights being achieved in the area of Sport. Below is a summary of these:

- Three whole school carnivals were held during 2014 – Swimming, Cross Country and Athletics.
- Canterbury Girls competed in the St George Zone Swimming, Cross Country and Athletics Carnivals. Nell Bryson-Smith, Thea Swinfield, Reggie Ratuvou, Jemma Nguyen, Monica Tanuse, Ellie Cott, Eve Eleftheriou, Jenny Nguyen and Ariana Costas represented St George Zone at Regional level in Swimming. Marie Ikonomou, Maya Wood-Thomson, Reggie Ratuvou, Mild Hangphai, Eliza Goslett and Matilda Goslett represented St George Zone at Regional level in Cross Country. Marie Ikonomou, Maya Wood-Thomson, Eta Liutaki, Wakuksita Cakaunitabua, Mild Hangphai, Xanthia Marinelli, Emily Grubisa, Monica Tanuse, Maya Muscio, Jennifer Palusa, Mouna Fadel Kamel, Ellie Cott, Dimitra Jordan and Josie Ratuvou represented St George Zone at Regional level in Athletics.
- Jemma Nguyen was the St George Zone Girls 13 years Swimming Age Champion for 2014 and Jenny Nguyen was the St George Zone Girls 16 years Swimming Age Champion for 2014. Maya Wood-Thomson was the St George Zone Girls 13 years Cross Country Runner-Up Age Champion for 2014.
- Jemma Nguyen (Year 8) competed in the 2014 Combined High Schools (CHS) swimming carnival in many events and won the 50m butterfly.
- Jemma Nguyen (Year 8) qualified to compete in the 2014 All Schools Swimming Championships for 50m butterfly.

Throughout 2014, the School implemented a broad range of sporting programs to cater for the diverse sporting talents within the student population. Key sporting achievements for 2014 in the area of Sport included:

- Grade sport – Over 400 students competed in Grade sport throughout 2014 in mini soccer, table tennis, volleyball, oz tag, softball, basketball, netball and soccer.
  Summer Grade sport – 26 teams entered the summer competition; 5 teams made it through to the grand final; 3 teams won their grand final – 14A Table Tennis, 14B Table Tennis and 13 Volleyball.
  Winter Grade sport – 30 teams entered the Winter competition, 8 made it through to the grand final; 5 teams won their grand final – 15 Red Soccer, 15 White Soccer, 1st grade Netball, 13B Netball and 2nd grade Table Tennis and 14B table tennis.
- Weekly recreational sport - included Year 7 rotational sport, Tasker Park sport, Lees Park sport lawn bowls, gym, yoga, dance, tennis lessons, power walking, Zumba, Circus, Tae Kwon Do, 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 quarter-finals.
- Cleo Carreno, represented St George Zone at the Sydney East Girls Football Gala Day.
- Oriel Parfenow (Year 11) was Sports Woman of the year.
- The winning House for 2014 was Darwin.
Significant programs and initiatives – Policy and equity funding

Aboriginal background

In 2014, the school implemented an Aboriginal Student Support Program. This was a very successful program with some excellent learning outcomes and outstanding opportunities offered to students. It was funded partly using DEC RAM funds, and partly by a grant from Canterbury - Hurlstone Park RSL Club.

The Support Program provided one-to-one and small group instruction across all subjects with a focus on strengthening organizational skills. There was a significant improvement in general confidence for the group and some outstanding academic results. All students benefitted from special extracurricular opportunities such as:

- performing in the State Aboriginal Dance Company (Marie Ikonomou)
- working with Canterbury Public School ‘s Aboriginal students on a gardening, cooking and singing project
- work experience at The Sydney Opera House (Jessie Simon-Fitzpatrick and Sharnee Dingwall)
- performing in a Sydney Region debate in NSW Parliament House
- Leading the school in recognition of NAIDOC Week
- Officiating at the Sydney Region “Deadly Awards” (Jessie Simon-Fitzpatrick)
- The Years 9 – 12 students attended an Orientation Day at UTS and Aaliyah Bradbury (Year 12) was recently offered a place in the course she had chosen.

Students with Disabilities

Students with diagnosed disabilities are supported by itinerant teachers, SLSO (School Learning Support Officer) and STL (Support Teacher Learning). This is coordinated through the Learning Support Team. A range of appropriate support measures matching individual needs is implemented to maximise students’ access to and participation in curriculum. In 2014, the school supported students with significant physical mobility needs, hearing needs, mental health needs and those on the autism spectrum.

To help us meet our obligations under The Disability Discrimination Act and The Disability Standards for Education, in 2014 the school collected data using the Nationally Consistent Collection of Data on Students with a Disability. This data informs school teaching practices and is incorporated into individualized learning plans for students. These plans form an integral part of a case management approach to meeting student need working closely with families and outside agencies.

French excursion Fun

English language proficiency

The very strong improvement results in the reading and writing NAPLAN tests for Year 9, among other positive indicators of achievement, demonstrate the efficacy of the wide range of literacy strategies embedded in both the curriculum and in special programs at CGHS. All KLAs embrace quality teaching, making the vocabulary, language features and structures of texts and criteria for success explicit for students, with students in Year 7 and 9 in particular producing a sustained written text for a specific purpose each term in the KLAs of English, HSIE, Science and CAPA. The embedding of explicit language teaching strategies was particularly notable in those KLAs where staff had in 2014 implemented strategies acquired in the 2013 TELL program (Teaching English Language Learners).

The Year 8 wide reading program for all Year 8 students again produced a high level of
engagement in reading and positive value added data for NAPLAN reading.

The MULTILIT program and Literacy elective supported around 35 students with particular literacy needs to extend and improve abilities in reading for meaning and writing for specific purposes. Hussna Reiga of 8N won the spoken essay competition in Term 4.

Year 9 students participated in the Sydney Morning Herald’s writing competition Write Now and 35 students competed in the inaugural “Logophile challenge”, consolidating and celebrating vocabulary acquired through the successful Word Of The Day Program.

**Debating and Public Speaking**

In 2014 CGHS participated in the Premier’s Debating Challenge with teams competing in the Year 7, 8, 9, 10 and 11 competitions. All teams were given much praise from zone adjudicators and the Year 9 team were zone winners. Billie Cole-Doyle represented CGHS in the Junior Plain English Speaking Award and gave a highly ranked prepared speech. Well done Billie.

**Numeracy**

**Mathletics**

In 2014 all students studying Mathematics from Years 7 to Year 12 began using Mathletics, which is a web-based learning program that integrates home and school learning via the internet.

For the small cost of $10 each, students had at their fingertips both revision and practice for every topic studied. Teachers were able to assign specific activities for students to complete in class or at home, but most importantly students were able to review and revise learned concepts themselves by regularly logging into Mathletics and finding topics they needed to practise. A score of over 85% indicates mastery of a particular concept, so students can gauge how well they have learned a topic for themselves.

Additionally Live Mathletics, where students compete with other students (within the school and around Australia and the World) while mastering arithmetical automacity has proven to be really popular with the junior students at CGHS. In 2014 students from CGHS were awarded 453 Bronze and 12 Silver Certificates while answering 114,179 quick fire questions.

In 2015 we will again be using Mathletics for all junior classes and Year 11 and 12 students studying Mathematics (2 unit, Extension 1 only).

**Peer Numeracy in action**

In term 1 2014, a new program was initiated, called Peer Numeracy, which operated during D.E.A.R time on Tuesdays and Fridays. Fifteen students from the top Year 10 Mathematics class volunteered to mentor students in Years 7, 8 and 9, utilising basic Numeracy skills across the KLAs.

The feedback from the Year 7, 8 and 9 students, indicated that the program was helpful and that they have used the skills gained in class. Many felt they would like needed more than the 20 minutes time allocated. The mentors gained at least as much as their student. Skills and knowledge they took for granted took on a new meaning when trying to help someone understand a concept. In Term 3 and part of Term 4, students from Year 7 were involved and they used a different workbook designed to suit their needs and curriculum.

In Term 4 as Year 10 students are involved with examinations and work experience from Week 6 onwards, a new group of students will be trained from 9M1 so that they can participate in the program next year. Congratulations all the students involved.
Numeracy Support withdrawal

Numeracy has been a priority at CGHS again this year with additional support coming from a grant from Canterbury Hurlstone RSL Club to employ additional time for Numeracy Support teacher for extra days. Students have been withdrawn from Years 7-9 and working with groups of approximately 8-10 students. In withdrawal classes the students continue with the topics being covered in regular class but the concepts are presented in a simplified way with worksheets and concrete aids appropriate to the level studied. Working in these smaller groups, the girls feel more confident to ask questions and hence are prepared to work, whereas in a larger class, they at times feel lost.

Maths Competition

In August, 71 students from Years 7 to 10 participated in the Australian Mathematics Competition. The following certificates were achieved by CGHS:

High Distinction: 1 (1.4% of participants)
Chenyuan GUO (Yr12 - 97th percentile in NSW)

Distinction: 2 (2.8% of participants)
Grace QI (Year 12 - 84th percentile in NSW)
Olivia Dang (Year 11 - 78th percentile in NSW)

Credit: 21 (29.6% of participants)

Proficiency: 33 (46.5% of participants)

Other significant initiatives

Environmental Education

During 2014, Canterbury Girls High school furthered its commitment to an improved environment both within the school and within the community. Efforts were made school wide to achieve sustainability and to reduce any impact Canterbury Girls High School has on the environment.

Our school has demonstrated its commitment to sustainability by continuing the hugely successful 2193 plastic bottle free campaign in which all use of plastic bottles is discouraged within the school as stainless steel bottles have been distributed to all the students and a water refill station has been set up for all students to use. Our school has also formed partnerships with other schools within the local area and have participated in the launch of the same 2193 Plastic Bottle Free campaign at Canterbury Public School.

![Thandiwe Gudu and Lucinda Dunstan, Green Dear Youth Ambassadors at Department of Environment & Heritage](image)

Our Green ambassadors, Green D.E.A.R., have been involved in several projects throughout the year that aim to both increase environmental awareness in the school and to also improve the environment of the school itself. Throughout the year the students have maintained, added to and harvested from the edible herb and vegetable garden and have been involved in several working bees to plant trees around the school and to extend on the existing herb garden.

Recycling has been a focus of Green D.E.A.R. Our school has shown its dedication to the environment by putting recycling bins in class rooms, which our own students empty on a regular basis as a part of our dedication to being a part of the solution as opposed to the problem when it comes to waste. Our Green D.E.A.R has also led a litter competition school wide that had the participation of all students in the school. It helped clean up our school grounds as well as raise awareness to the litter problem that faces environments globally.
Respect and Responsibility

In 2014 our school community thrived as embedded participation and leadership programs such as Prefects, SRC, peer mentoring and Week of Wellbeing were successfully implemented. We saw some spectacular individual and group achievements from our students, including:

- Ly Lien, Year 12, receiving runner up in Wests Ashfield Community Awards in the individual secondary students category,
- Lydia Qian, Year 12 receiving a George Alexander Foundation Scholarship in the Earthwatch Challenge,
- Year 10 GREEN DEAR students Latifah Jackson-Vaughan, Lucinda Dunstan, Pollyanna Thompson, Rebecca Walsh and Paloma Jackson-Vaughan Year 8, representing CGHS at a Climate Change Community Forum
- Year 7 Parent/daughter drummers
- Katie Chung Year 11 receiving the Zonta Citizenship Award
- Lilyana Abram Year 9 and Krystielle Sarez Year 10 being recognised for outstanding volunteer service by Canterbury-earlwood Caring Association
- SRC students who sold Legacy badges and collected for the Red Shield Appeal.

Our senior Prefects group had an outstanding year of contributing to the school community with the Secondary Schools Leadership Program at Parliament House involving meeting both Linda Burney MP for Canterbury and Her Excellency the NSW Governor Marie Bashir. Additionally the annual lunch at Parliament House for the Jessie Street National Women’s Library enabled students to hear Dorothy Hoddinott, AO, speak on human rights in education and mingle with lifelong activists dedicated to advancing women’s causes.

Prefects were the driving force behind the annual celebration of Wear it Purple Day and our school has now registered with the Safe Schools Coalition, committed to inclusive and supportive practices for gender and sexual diversity. Prefects also delivered peer tutoring at lunchtime for younger students, ran the canteen at Fancy Footwork drama evening, liaised with other student leaders to host a school leaders’ afternoon tea network, and held a fantastic recycled clothing sale. They were outstanding role models for giving selflessly of time and energy, while also coping with the demands of senior study.
Prefects and SRC again collaborated to run the World’s Greatest Shave at CGHS. Students chose to either donate their cut hair for wigs, or even to have their heads shaved for the cause. Hair braiding and the chance to colour a teacher’s hair in a crazy style was also on offer, and the event was wonderfully high spirited. Congratulations to Michaelie Trenbath, May Miles, Maria Phan and Lanu Waterson for being the students who volunteered to have their heads shaved, a courageous choice.

A variety of peer mentoring programs exist in the school to support our students, and the act of mentoring nurtures many positive qualities and caring connections amongst our student body. Years 9 and 10 student mentors run workshops in Term 1 of the year to support new Year 7 students. Mentors also provide welcoming assistance to school visitors on Open Night, School in Action tours and at Year 5 Enrichment.

In a new initiative for 2014 a Peer Numeracy program was developed in the Mathematics faculty, with the aim of improving skills in years 7-9 students, with the committed assistance of trained Year 10 mentors who utilise a series of questions to aid reading and comprehension of maths problems.

Another new initiative in 2014 was White Ribbon mentoring involving all Year 7 and 8 in a program which seeks to eliminate violence towards women. With a focus on the issue of respect, students undertook activities which embraced the idea of respect across school, learning, others, environment, self and relationships. The Year 8 Respect Leaders deserve congratulations for their efforts in this program. All participants have earned a Respect Passport.

In a new initiative for 2014 a Peer Numeracy program was developed in the Mathematics faculty, with the aim of improving skills in years 7-9 students, with the committed assistance of trained Year 10 mentors who utilise a series of questions to aid reading and comprehension of maths problems.

LEAPS workplace mentoring (Lawyers Encouraging and Assisting Promising Students) entered its tenth year of operation at this school. The school also offered a Parent-Daughter program to enhance family relationships in the early years of adolescence.
An ongoing commitment to cybersafety issues marked the wellbeing calendar with events in PDHPE, Week of Wellbeing and Crossroads delivering messages about safe online behaviours. Our school attended a forum organised by local police with the Australian Communication and Media Authority presenting information about the cybersmart program (www.cybersmart.gov.au). One place in the school where these resources are used is on the Moodle created for Senior Student Support in the Learning Centre. Further activities are planned in 2015 to embed more on this current topic in our new Personal Best Program, as global and digital citizenship become key aspects of the 21st Century curriculum.

Two other highly worthwhile school events are:

- RUOK? Day run by PDHPE students from Year 9 in September to promote awareness of friends taking care of one another, which recent research from the National Commission for Children and Young People has shown to be of vital importance when coping with moods and emotions in the adolescent years
- Anzac Day memorial service which not only commemorated those who have died in war, but as always offered contemporary perspectives of war experiences beyond World War 1. The 2014 service was a wonderful example of a student centred class project and also raised funds to donate to displaced persons overseas via the UN Refugee Agency.

Supporting Student Engagement with Technology

Continuing to build whole staff capacity in relation to technology has been a school priority for professional learning in 2014. School Development Day programs included professional learning sessions that focused on the

Bring Your Own Device Program

In 2014 the school implemented a 'Bring Your Own Device' (BYOD) program to replace the Digital Education Revolution student laptop program that concluded in 2013. The BYOD Program at Canterbury Girls requires all students in Years 7-9, and any new students to the school in Years 10-12, to bring their own computing device to school each day.

Students and their families were advised about device specifications; identifying the minimum system requirements/hardware specifications for student devices and offering guidance on suggested makes and models so that parents were fully informed about requirements to ensure that each student’s BYOD enhanced their learning. Students in 2014 in Years 10 - 12 who have previously been issued with a laptop as part of DER were also able to BYOD rather than use the DER laptop that was issued to them. These students were encouraged to bring their preferred device to school each day and donate their DER device to the school.

Prior to bringing a personal device for the first time, students and their parents were issued with a BYOD User Charter which set out the responsibilities and expectations for use of the personal device at Canterbury Girls High School and required each student and a parent to sign the Charter. Once student devices were checked by our Technical Support team, students were then able to use their device in accordance with the school’s Cyber Safety Policy, the Department of Education and Communities’ Policy Online Communication Services: Acceptable Usage and their BYOD User Charter.

Additional information about this program was provided to students and their families via regular updates, including Frequently Asked Questions, CGHS Equity Policy and other information about BYOD is on the school website.
uses of Google Apps and faculty sessions dedicated to enhancing each KLA’s capacity to integrate Google Apps.

As an integral part of the school’s ongoing commitment to quality teaching and learning, and the use of technology, a Relieving Head Teacher Teaching and Learning Technology was appointed to the school in Term 4. This appointment provided staff with opportunities to further their technological skill development and enabled faculties to work toward improving student engagement by broadening teaching and learning strategies that utilise technology. In 2015, all faculties will implement their specific technology plans and staff members will continue their collaborative KLA work, focusing on the development of creative and innovative ways of integrating technology into the classrooms in order to support lifelong 21st Century learners.

Technical Support

At the conclusion of the DER-NSW funded Technology Support Officer (TSO) position at Canterbury Girls in June 2014, the school expanded their ICT management team’s responsibilities to support the delivery, and ongoing operation, of DER-NSW devices and infrastructure and the BYOD program. This team continues to maintain the school’s network and provide ongoing technical support for all staff and students, ensuring the efficient and effective implementation of technology within the school.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014, Canterbury Girls undertook Faculty Evaluations with the HSIE and TAS faculties. In Week 5 of Term 2, an evaluation team spent 3 days examining “Current effective practices in relation to Stage 6 TAS, and recommendations for moving forward to best meet the needs of 21st Century students at CGHS.’

Recommendations for Ongoing Improvement in Stage 6 TAS

- Implement a whole faculty programming day to collaboratively review teaching programs to ensure a variety of methodologies are being utilised in Stage 6 to enfranchise the diverse learning needs of individual students.
- Undertake a whole faculty programming day to collaboratively develop a learning continuum for both Textiles Technology and Food Technology in Stages 4-6, to maximise the amount of practical activities embedded in teaching programs and to plan for the consistent, sequential and hierarchical skill development across the three stages.
- Explore opportunities for increased visibility in both whole school and community events, as well as opportunities for Gifted and Talented and Extension programs in Stages 3 to 5.
- Investigate opportunities for increased number of incursions / excursions which support students to make stronger connections between the TAS curriculum and real world applications, and embed these opportunities within Stage 6 teaching programs.
- Examine how resources could be used / applied to address learning issues raised by Stage 6 students. These include:
  - Textbooks in Stage 6 TAS e.g. Hospitality
  - Increased space when undertaking practicals in Food Technology – utilising the commercial kitchen for practical lessons in Food Technology Stages 4, 5 & 6 could be a strategy to assist this
  - having a bank of resources for Textiles and Design which students can access.
- Review the amount of content covered in demonstration and practical activities to ensure such activities do not put time pressure on staff and students or force either to rush through tasks, to finish them late or not complete intended outcomes.

Recommendations for Ongoing Improvement in Stage 5 HSIE
• To carefully explore opportunities with Stage 4 & 5 ACARA Geography syllabus implementation to:
  • Address significant, real-world issues which directly relate to student interests
  • Incorporate practical, hands-on, student-centred and engaging learning experiences
  • Include project-based learning where Geography students undertake responsibility for local and community based initiatives e.g. sustainability
  • Promote engagement with Stage 6 Geography.
• To sustain a culture of Enquiry within the curriculum and to integrate significant real-world issues which involve student-centred, collaborative and ‘hands-on’ responses to questions.
• To increase the utilisation of creative and innovative ICTs in both teaching and learning and assessment to promote higher order thinking and increase student responsibility for learning
• To continue to explore opportunities for Stage 5 HSIE students to present to whole school audiences, to participate in school wide events such as Anzac Day and Australian Business Week, to have a voice, to take positive risks, and to take responsibility for events.
• To collaborate with the Teacher Librarian in the provision of curriculum which teaches students about critical research skills, referencing and digital citizenship.

School planning 2012-2014:

Progress in 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.

2014 Targets to achieve this outcome include:
• No Band 5 in Year 9 Reading
• 70% of students achieve expected growth in Reading

Evidence of progress towards outcomes in 2014:
• Five students achieved Band 5 in Reading
• 77.3% achieved expected growth in Reading.

School priority 2 - Numeracy
Outcome for 2012–2014
• Extend middle band students in Stage 5 Numeracy

2014 Targets to achieve this outcome include:
• 35% of students achieve lower than expected growth
• 65% of students achieve greater than expected growth.

Evidence of progress towards outcomes in 2014:
• 24.8% of students achieved lower than expected growth
• 75.2% of students achieved greater than expected growth.

School priority 3 - Curriculum & Assessment
Outcomes from 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 and implement RoSA changes.

Evidence of progress towards outcomes in 2014:
• Second year of a Year 8 Gifted and Talented class implemented in addition to Year 8 Performance Class
• National Curriculum teaching programs for Years 8 & 10 English, Mathematics, Science and History completed
• RoSA implemented with Year 11 and achievement grades issued for the Preliminary HSC for the second successive year.

School Priority 4 - Engagement & Attainment
Outcomes from 2012–2014
• Maintain Retention rate
• Maintain Attendance Rate percentages.
Evidence of progress towards outcomes in 2014:
• Retention rate of 67.5% which is below last year’s figure of 84.3%, though reflective of a cohort who had a stronger interest in training and employment pathways. The 2014 retention rate is still well above the state retention rate of 53.2%.
• Attendance rate of 92.9% continues to be above the state average of 90.2%.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.
• Year 7 & 8 students were surveyed in Term 1 regarding the use of ICT in classes.
• In Term 3 a sample of 250 students and 250 parents completed an online survey in regard to school future directions, programs that were working and programs that needed improvement.
• All staff completed on online survey in regard to school Strategic directions.
• All staff in term 4 completed the DEC Tell Them from Me Survey as part of the strategic planning planning for 2015—2017.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan is published on the school’s website from the beginning of Term 2 2015.

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
• Jo Schofield, P&C President
• Lily Shapiro, SRC President
• Jane Slattery, Head Teacher
• Gayle Gibson, Head Teacher
• Olive Barry, Head Teacher
• Marilyn Felsch, Head Teacher
• Robyn Andrews, Head Teacher
• Julie Ronayne, Head Teacher
• Vicki Tranter, Head Teacher

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: https://detwww.det.nsw.edu.au/high-performance/annual-school-reports