Introduction
The Annual Report for 2015 is provided to the community of Canterbury Girls High School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Sue Holden
Principal

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School background

School vision statement
Canterbury Girls High School’s vision is for a dynamic learning community in which students, staff, parents and community members collaborate to enable each student to achieve her personal best. External performance data confirms that the School supports all levels of learners to achieve their full potential. The school is strongly committed to enacting the principle of continuous improvement, and to building school community capacity to improve learning and social outcomes for all girls. The school seeks to ensure the personal potential of each student is realised through the provision of innovative programs addressing Quality Teaching, Student Welfare, Technology, the Creative and Performing Arts, Environmental Education, Sport and Student Leadership.

School context
Canterbury Girls High School is in Canterbury, Australia’s city for cultural diversity. This diversity is reflected in the school’s population: a LBOTE population of 68% comprising both international and refugee students, Aboriginal students and local and out of area enrolments. The school prides itself on being an inclusive learning environment in which difference is celebrated. The vast majority of students are highly engaged and enjoy attending school each day; attendance and retention rates are significantly above the state average, and student behaviour is excellent. The diversity of the student population mandates differentiated curriculum patterns to enable student needs to be comprehensively addressed. Stage 4 is arranged in groupings with a specific lens underpinning the learning focus: Gifted and Talented, Performing Arts, Mixed Ability, ESL and STL. Differentiation and extension are ongoing curriculum priorities for Stages 5 and 6. Elective lines for Years 8-12 are determined by student choices, and student voice is an increasingly enfranchised focus within the school. Valued adding for the school in relation to student growth in State and National assessments is exceptional, and is a testament to the strong home-school partnerships the school enjoys.
Self-assessment and school achievements
Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the *School Excellence Framework*, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment with executive staff using the elements of the *School Excellence Framework*.

In relation to the **Learning** domain:

- A majority of executive staff felt that the school was ‘Excelling’ in relation to *Student Performance Measures*. This view is supported by data showing 2015 HSC Average Difference from State being in the Large range – 1.64 Lower, 0.93 Middle and 1.08 Higher, and 41% of all HSC results being in the High Performance Bands, and Year 9 NAPLAN data indicating student growth exceeding the state in all aspects of Literacy and Numeracy except Writing. CGHS was identified as one of the ‘High Gain Secondary Schools’ for NAPLAN in Reading.

- A majority of executive staff believed the school was ‘Sustaining and Growing’ in relation to *Assessment and Reporting*. This assessment is supported by a number of school actions in 2015, including the expanded use of Personal Learning Plans, Digital Portfolios and Student Learning Presentations across Stage 4 in 2015 to promote student reflection on learning, and the use of school development day sessions to enable the analysis of school performance data and to plan curriculum improvements.

In relation to the **Teaching** domain:

- A majority of executive staff felt that the school was ‘Sustaining and Growing’ in relation to *Learning and Development*. School practices in 2015 which support this view include the implementation of TELL to support staff better meet the needs of EAL/D learners, the allocation of all teaching staff to three teams with responsibility for each of the *School Plan’s Strategic Directions*; establishment of ‘Literacy and Numeracy’ as a strategic direction in the School Plan to drive directions in these areas; successful implementation of staff *Performance and Development* plans, formalising already established practices for teacher professional development within the school.

In relation to the **Leadership** domain:

- Most executive staff believed that the school was ‘Excelling’ in terms of *Leadership*. Evidence from 2015 which supports this assessment includes the implementation of two state supported projects to build leadership capacity amongst the teaching staff – Quality Teaching Rounds and Inner West Community of Professional Practice – both of which focus on developing teacher leadership through mentoring practices.

A majority of executive staff believed that the school had progressed beyond ‘Delivering’ in relation to each of the domain elements within the *School Excellence Framework*.

2016 self-assessment process will further assist the school to refine the strategic priorities in the *School Plan*, and enable continuing improvements in the delivery of quality teaching for all students. A School Evaluation for 2016 will focus on one of the *School Excellence Framework* domains and elicit student, staff and parent feedback as part of the evaluation.
Strategic Direction 1
Learning and Participation (LAP).
Enhancing staff capacity to achieve continuous improvements in teaching and learning, participation and engagement for all students.

Purpose
To ensure students are provided with the best educational experiences possible. Our staff are committed to differentiating the curriculum and undertaking rich, innovative curricular and extra-curricular experiences to challenge students and prepare them for 21st Century work, education and civic demands.

Overall summary of progress
The LAP team achieved all scheduled milestones in 2015 and in relation to all focus areas were achieved and actually exceeded in relation to extra-curricular programs.

The LAP team believe that actions undertaken in relation to personalising the curriculum, building staff capacity in relation to ICTs and providing rich extra-curricular programs achieved the intended impact. The need to build staff whole staff capacity in relation to ICTs remains an ongoing challenge.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Personalising the curriculum to engage all students in learning through Quality Teaching (QT). | - Increase in number and skill of staff differentiating curriculum, assessment and reporting to meet individual student needs. Evidenced by attendance and retention rates above the state average and HSC Value Added data being in the Large range for lower, middle and upper students and highest percentage of HSC students receiving university offers – 83%  
- Enhanced teacher collaboration in relation to QT through 4 staff participating Quality Teaching Rounds in 2015; an additional 8 staff in 2016  
- Improved staff capacity to lead / mentor other staff in relation to QT through gaining grant and holding training day for Inner West Community of Professional Practice to be implemented in 2016  
- Increase in number of students being required to reflect on learning achievements and articulate personal learning needs via extension of Personal Learning Plans (PLPs), Digital Portfolios (DPs) and Student Learning Presentations (SLPs) to both Years 7 and 8. | $2,500 of Professional Learning funds  
$10,000 of Professional Learning funds  
$40,000 Leadership initiative grant  
No cost |
| Building the capacity of all staff to utilise Information and Communication Technologies (ICTs) to improve learning outcomes for all students. | - Increase in the number of teachers integrating audio-visual and interactive technologies into teaching and learning programs across all Key Learning Areas  
- A number of teachers across the curriculum demonstrating higher levels of creativity through the use of current technologies to enhance learning.  
- Increase in the number of students being able to transfer ICT related skills across the curriculum in Stage 5. | Two days per week of staffing allocation |
| Extending and engaging all students through the provision of rich, rigorous curricular and extra-curricular programs. | - Increased student participation in extra-curricular programs. For example, the number of students in Band has increased from 43 in 2014 to 45 in 2015 and Choir participation doubled in 2015. Forty students participated in extra-curricular Dance, 55 in extra-curricular Drama and 240 students participated in the school musical. These reflect a trend of increasing participation in the performing arts. | Student / Parent funded |
| - Enhanced community participation in extra-curricular programs such as industry based personnel undertaking a Hospitality course for Vocational Education Training (VET) staff and parents |
| - Improved performance and participation in state, national and international curriculum competitions eg 2015 Maths Competition resulted in 6 students achieving Distinctions, an improvement over 2014 where only 2 students received Distinctions. |

**Next steps**

- Map LAP directions against *School Excellence Framework*
- Enhance staff ability to differentiate teaching learning, assessment and reporting, in particular for Aboriginal students, students with disabilities and Stage 4 groupings
- Enhance consistency of teacher judgement in relation to assessment and reporting
- Increase opportunities for staff to collaborate, mentor and give feedback through implementation of Quality Teaching Rounds and Inner West Community of Professional Practice projects
- Enhance opportunities for Student Voice through the consolidation of Personal Learning Plans, Digital Portfolios, Learning Presentations, surveys and feedback in School Evaluations.
- Develop an online resource repository containing curriculum models, teaching ideas and resources to support staff across all Key Learning Area to better meet Information and Communication Technology syllabus outcomes
- Trial a cross-Key Learning Area project to engage teachers in collaborative practices re teaching technology outcomes and assist students to transfer Information and Communication Technologies related skills across Key Learning Areas
- Extend extra-curricular programs incorporating a focus on Visual Art & Film
- Consolidate gains made in 2015 in relation to curricular and extra-curricular programs, particularly in relation to community partnerships
- Investigate trialling of units in Year 8 TAS to include design, coding and 3D design and Stage 4 English to include aspects of digital animation
- Trial Gifted and Talented workshops for Stage 4/5 students on Coding
### Strategic Direction 2

**Literacy and Numeracy (LAN)**

Optimising Literacy and Numeracy outcomes for all 21st Century learners to achieve:
- congruence with the high standards expected by our community
- age appropriate skills as defined by Literacy and Numeracy Continuums
- Literacy and Numeracy competence that facilitates successful engagement with the 7 – 10 curriculum.

### Purpose

- To develop high levels of capacity in literacy and numeracy in all students that will underpin lifelong learning
- To establish competence in Literacy and Numeracy as the cornerstones of achievement in national curriculum outcomes
- To extend and enrich the skills of all students in literacy and numeracy
- To ensure the integration of Literacy and Numeracy skills in all subject programs to support successful learning in all contexts.

### Overall summary of progress

The LAN team has achieved a number of significant milestones in 2015, reflected in the improved Value Added data for NAPLAN Literacy and Numeracy and the low numbers of students at or below national benchmarks. In particular, support programs that accurately identified and then remediated or extended students with particular Literacy and Numeracy needs had particular success. The strengthening of differentiated and explicit teaching of literacy and numeracy within the mainstream curriculum was a notable feature of progress in 2015. This work however requires ongoing commitment.

### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Identifying and supporting the development of students below or at National NAPLAN benchmarks or at EAL/D Developing or Consolidating levels for Literacy and Numeracy | - 90% of 2015 Making Up Lost Time In Literacy (Multilit) students returned to mainstream after achieving competence in end of course testing.  
- Students on or below national benchmark in 2014 NAPLAN enrolled in either Year 8 Literacy elective or Multilit program or both in 2015.  
- Stage 4 students identified below benchmarks (assessed or reported from class teachers) participated in Peer Reading and or Peer Numeracy programs.  
- Stage 4 EAL/D students were identified and grouped into targeted classes to maximise support from specialist EAL/D teachers.  
- 85% of identified students completed the 4x40 writing project. (Stage 4)  
- Participation of students (Stage 4 and 5) in Spellodrome with students achieving 80% accuracy rate. | $18,000 of Low Socioeconomic RAM  
$22,000 RAM |
| Building staff capacity to differentiate learning and integrate the explicit teaching of literacy and numeracy skills into current faculty programs. | - Staff professional learning (PL) into best practice Literacy and Numeracy teaching.  
- Staff participation in TELL (Teaching English Language Learners) program developing differentiated curriculum and modified assessment across the curriculum.  
- Professional learning for staff on Literacy and Numeracy Continuum leading to Semester reports for 7-10 students assessing literacy and numeracy | Professional Learning funds  
Part of School Development Days |
### Extending and engaging students in literacy and numeracy learning.

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8 Wide reading program delivered by Teacher Librarian.</td>
<td>Fiction promotion by the Teacher Librarian related to student interest in contemporary issues and events eg; “Wear it Purple Day?” Writer in Residence program for Stage 5 students Participation and achievement at credit and distinction level in NSW Maths Competition. Extension of gifted Year 9 students in Mathematics by training in the use of Newman’s prompts with numeracy support students in Years 7, 8 and 9.</td>
<td>$4,000 Student funded</td>
</tr>
<tr>
<td>Collaboration of English and PDHPE staff in the participation by Year 9 students in Mental Health Public Speaking Challenge. Collaboration of Maths and Science staff in Stage 5 Assessment task. Participation of Year 10 in the Australian Business Week (ABW) Project.</td>
<td></td>
<td>$8,000 – self funded</td>
</tr>
</tbody>
</table>

### Next steps

- Extend professional learning in Literacy Across Curriculum teaching strategies through TELL refresher program enhancing the teaching of explicit literacy skills to EAL/D students and others in different subject areas.
- Staff professional learning leading to enhanced integration of Multilit program and Numeracy Support strategies into mainstream curriculum where appropriate.
- Increase mentor support for students via increased parent / community involvement in the 4x40 Writing Program, Multilit and Study Support programs.
- Extend collaboration of staff in cross faculty “Rich Projects”, Field Days and assessment tasks, in particular Stage 4 Rich Day collaboration with Mathematics and Visual Arts and maintenance of ABW program.
- Extend the Writer in Residence program to include both Stages 4 and 5.
- Development of a resource bank of writing scaffolds and reading guides via Moodle or Google classroom.
- Joint professional learning with Canterbury Public School using the Quality Teaching Rounds model on using the Literacy and Numeracy continuums in transition from Stage 3 to Stage 4 programs.
- Compulsory participation of all gifted and talented students in Years 7, 8, 9 and 10 in Mathematics, Writing and English competitions.
- Publication of ESL scales information on Stage 6 EAL/D students to facilitate the inclusion of more explicit literacy strategies in the curriculum.
Strategic Direction 3
Support and Wellbeing (SAW)
Ensuring optimal student participation based on best practice learning and wellbeing support.

Purpose
To constantly improve approaches to support students to become resilient, resourceful 21st century global citizens, ensuring staff, caregivers and community partnerships are enabled to actively plan pathways based upon strengths, passions and needs.

Overall summary of progress
All students 7-12 were introduced to the Personal Best Program in 2015. The SAW team continued to develop a timeline and resources for the Stage 6 components. Students 7-10 who completed the program were awarded in the school’s recognition program for this achievement. Cybersafety and anti-bullying were emphasised and supported by PYLO talks in the junior years. The SAW team completed a Suicide Prevention Plan, supported by Headspace, for 2016 implementation. Headspace workshops with senior students were held. SAW also liaised with the Safe Schools Coalition to run Wear it Purple, wellbeing workshops in our Week Of Wellbeing, and professional learning for staff. In senior student support there was an addition of a Youth Worker from Term 4. Careers and counselling liaised in the SAW committee to ensure all Stage 6 students were appropriately supported through the HSC and post school transition. The use of a new database to monitor attendance and wellbeing was further embedded through the SAW team with Year Advisers up skilled in its use.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| A Personal Best (PB) Program for 7-12 is developed and implemented resulting in successful 21st Century learners | - The program developed in 2014 was introduced in 2015 to all students 7-12.  
- Junior students who completed the program received an award through the school’s student recognition program.  
- Years 11-12 had intensive careers and counseling input during personal best time to enhance student coping skills via our coordinated senior student support policy.  
- Staff were introduced to supervising and monitoring student participation in the personal best online components.  
- Personal Best time utilized 7-10 to meet with cohorts and reinforce anti-bullying and cybersafety policies and procedures including visits from PYLO | - $3,000 for relief days to develop programs  
- School Development Day time to introduce to staff for implementation in classrooms in PB time  
- SAW Committee meeting time for ongoing program development  
- Year Meeting time |

| Strengthen existing programs to support Stage 5 & 6 students at risk of disengagement from education | - Additional senior student support time and a senior student support program of lunchtime and Personal Best time workshops to encourage effective study skills and peer support  
- Improved liaison of senior student support staff to enhance case management of & service delivery to students in need  
- Employment of a Youth Worker 3 days per week from Term 4. | $4,000 RAM Equity  
$16,000 RAM Funds |

| Expand links with community partners in | - Headspace supported SAW team to develop suicide Prevention plan | $2,000 of Professional |
| student wellbeing programs | - Headspace delivered workshops to senior students  
- Headspace worked with key SAW personnel  
- Safe Schools Coalition developed a program with SAW team including student workshops in Week of Wellbeing, professional development of staff and curriculum links with PDHPE. | learning funds used to attend headspace staff development days  
Expertise of Headspace and Safe Schools staff accessed in SAW committee time |
| Develop policies and practices to enhance inclusiveness | - Social Inc group established by Support Teacher  
- International Day for People with a Disability assembly recognized students with disabilities and their achievements for the second year running  
- Safe Schools Coalition partnership established. | No costs |

**Next steps**

Developing 2016 milestones in Personal Best Stage 6, Senior Student Support (Mental Health), and Inclusiveness. Map SAW directions against the School Excellence Framework.

**Improve uptake and delivery of Personal Best:**
- Survey across school community for critical feedback  
- Work to develop staff capacity to deliver the Personal Best program  
- Evaluate effectiveness of anti-bullying, cybersafety and personal safety with Police Youth Liaison Officer support through data analysis  
- Adjust Stage 6 workshop programs to enhance student access to senior student support staff  
- Evaluate effectiveness of Senior Student Support through data analysis  
- Revise Stage 6 Moodle programs to include individualized options to be accessed according to need.

**Ongoing work to embed links with community agencies including:**
- Blackdog Headstrong program  
- Canterbury Council Breakthru counselling service for individual students  
- Breakthru workshop programs to build resilience in young people  
- Belmore Youth Service Y WOW program (Young Women of the World)  
- Explore other options from a range of local service providers  
- Maintain links and contact with headspace and Safe Schools Coalition.

**Ongoing work to establish inclusive practices including:**
- Updated model of delivery for Social Inc  
- Continuing recognition of IDD after a film project with student film committee  
- Muslim Mothers group to be reinstituted.
### Key initiatives and other school focus areas

<table>
<thead>
<tr>
<th><strong>Key initiatives (annual)</strong></th>
<th><strong>Impact achieved this year</strong></th>
<th><strong>Resources (annual)</strong></th>
</tr>
</thead>
</table>
| **Aboriginal background funding** | - Personal Learning Plans were developed for all Aboriginal students and placed on the school’s intranet to inform teaching across the school.  
- Teacher mentor spent considerable time supporting the 6 Year 7 students make the successful transition from primary to secondary school.  
- Teacher mentor supported student retention and engagement through enabling access to a broad range of extra-curricular programs. | **$5804 RAM Aboriginal background** |
| RAM funding for Aboriginal students was used to employ a Teacher mentor for Semester One to provide learning support to the school’s Aboriginal students, and to strengthen partnerships with the school’s Aboriginal families through the development of Personal Learning Plans. This funding was enhanced through the acquisition of a Club Grant to continue teacher mentoring throughout Semester Two. | | **$4,000 donated by Hurlstone Park RSL** |
| **English language proficiency funding** | - Stage 6 ESL English course substantially above the state average with outstanding value-added.  
- Year 9 NAPLAN reading, LBOTE student growth for CGHS was 54.3, significantly about the state average of 45.1.  
- Year 9 NAPLAN grammar and punctuation, LBOTE student growth for CGHS was 36.8, significantly about the state average of 30.3.  
- Eleven teachers completed the TELL program.  
- Year 10 EAL/D students were supported to make a much more successful transition to Stage 6 via implementation of a Bridging Course. | **$22,000 RAM funding** |
| RAM funding was used to:  
- provide a full-time ESL teacher to build whole staff capacity in relation to supporting EAL/D students through TELL, Year 10 into 11 Bridging Course, collaborative programming, teaching and assessment  
- employ an additional ESL teacher to support targeted EAL/D students in Stage 4 in the aspect of Writing. | | |
| **Targeted students support for refugees and new arrivals** | Numeracy support provided to refugee and new arrivals. | **$3,000 donated by Hurlstone Park RSL** |
| Funding was used to enable an additional Mathematics teacher to withdraw refugee and new arrivals students and provide targeted numeracy support. | | |
| **Low level adjustment for disability funding** | Numeracy support  
Additional Support Teacher Learning  
Additional Support Teacher Mental Health | **$15,819.40**  
$15,819.40  
$9,000  
DoE Every Student Every School funding |
| **Support for beginning teachers** | Funding was used to enable teacher relief for the two beginning teachers to work with an experienced faculty teacher mentor to develop practices in relation to programming, assessment and reporting. | **$8,040 from DoE Great Teaching Inspired Learning** |
Student information

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

Student enrolment profile

Despite a small decrease of six students from the previous year (676 students in 2015), the school is continuing to maintain its enrolment, a significant accomplishment given the highly aspirational inner-city demographic the school draws from and the large number of private and selective schools in close proximity.

Student attendance profile

Attendance rates for the school continue to be well above the average for NSW public schools. In 2015, the school’s attendance rate was 96.6 compared to the state’s attendance rate of 89.7. This is the highest attendance rate the school has achieved. The school expends considerable resources monitoring student attendance and working closely with families to support each student’s full attendance at school.

![White Ribbon Cake Stall with Ashfield Boys High School Prefects](image)

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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</tr>
<tr>
<td>Year 7</td>
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<td>92.9</td>
<td>93.8</td>
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<td>Year 9</td>
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<td>93.8</td>
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</tr>
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<td>Year 10</td>
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<td>89.4</td>
<td>96.8</td>
</tr>
<tr>
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<td>92.2</td>
<td>96.4</td>
</tr>
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</tr>
<tr>
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<td>92.3</td>
<td>92.9</td>
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<tr>
<td>State DoE</td>
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<tr>
<td>Year 7</td>
<td>92.5</td>
<td>92.4</td>
<td>93.2</td>
<td>93.3</td>
<td>92.7</td>
</tr>
<tr>
<td>Year 8</td>
<td>90.1</td>
<td>90.1</td>
<td>90.9</td>
<td>91.1</td>
<td>90.6</td>
</tr>
<tr>
<td>Year 9</td>
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<td>88.7</td>
<td>89.4</td>
<td>89.7</td>
<td>89.3</td>
</tr>
<tr>
<td>Year 10</td>
<td>87.1</td>
<td>87.0</td>
<td>87.7</td>
<td>88.1</td>
<td>87.7</td>
</tr>
<tr>
<td>Year 11</td>
<td>87.6</td>
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<td>88.3</td>
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<tr>
<td>Year 12</td>
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<td>90.1</td>
<td>90.3</td>
<td>89.9</td>
</tr>
<tr>
<td>Total</td>
<td>89.2</td>
<td>89.1</td>
<td>89.9</td>
<td>90.2</td>
<td>89.7</td>
</tr>
</tbody>
</table>

Student retention profile

The school’s retention rate in 2015 was outstanding – 85.5% in comparison with a state average of 68.9%. This figure indicates that the school is doing an excellent job of retaining the same cohort of students from Year 9 NAPLAN assessments to the Year 12 HSC examinations.

![Retention to Year 12 (SC to HSC / Year 9 NAPLAN to HSC)](image)

Post-school destinations

<table>
<thead>
<tr>
<th>Proportion Of Students Moving Into Post-School Education, Training Or Employment</th>
<th>Year 10 %</th>
<th>Year 11 %</th>
<th>Year 12 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking Employment</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Employment</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>TAFE Entry</td>
<td>0%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>University Entry</td>
<td>0%</td>
<td>0%</td>
<td>80%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0%</td>
<td>4%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>8%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

Twelve students undertook Business Services and thirteen students undertook Hospitality, the school’s two vocational courses in 2015.
Year 12 students attaining HSC or equivalent vocational educational qualification

One-hundred percent of Year 12 candidates attained the HSC in 2015.

Four Year 12 students undertook vocational / trade training in 2015: Hnin Latt and Mona Oo Health Services, Rachna Naema, Information and Digital Technologies and Oriel Parfenow, Animal Studies. In addition, Oriel Parfenow undertook a School Based Traineeship in Sport and Recreation.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<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 Teacher(s)</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>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>68.8</strong></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 teacher remains the school’s only Aboriginal staff member.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

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<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>20%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

All staff at Canterbury Girls High School undertook a Performance Development Plan in which they identified professional learning goals for the coming year and the support required for achieving these. Plans were 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.

All staff at the school are being encouraged to apply for accreditation at Highly Accomplished and Lead levels. The school was successful in applying for a state grant in 2015 to establish an Inner West Community of Professional Practice in conjunction with Ashfield Boys, Tempe and Dulwich Hill high schools, and which sought to support staff achieve accreditation at Highly Accomplished and Lead levels. The initiative commenced late in 2015 and will be implemented throughout 2016. The University of Sydney are the academic partners in this initiative.

The other key professional learning initiative which commenced in 2015 was Quality Teaching Rounds in conjunction with The University of Newcastle. This involved four teachers working as a Professional Learning Community to improve the quality of teaching that occurs across KLAs. These four teachers worked together throughout Term 4 to establish an attitude of growth and continual learning through professional reading discussions, lesson analysis, as well as colleague and self-evaluation. Through this process, teachers have been able to learn how they can increase the quality of their lessons for our students, whether it is through increasing the intellectual quality of the lesson, improving the learning environment or making the lesson more significant to our students. This has been a valuable professional learning experience for all teachers involved.
Quality Teaching Rounds has been extended to 8 other teachers across different KLAS. These new members participated in a day of professional development with our schools’ Quality Teaching Facilitator to prepare them for what they will experience in Term 1 and 2 of 2016. The school is hoping to extend this offer to participate in Quality Teaching Rounds to more teachers in the future.

**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. This continued throughout 2015. Two temporary beginning teachers worked throughout the year in the Music and PDHPE faculties and were supported by school professional learning programs.

**Financial information**

**Financial summary**

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

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>473,063.60</td>
</tr>
<tr>
<td>Global funds</td>
<td>420,862.58</td>
</tr>
<tr>
<td>Tied funds</td>
<td>329,300.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>494,035.52</td>
</tr>
<tr>
<td>Interest</td>
<td>13,539.79</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>64584.26</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,795,385.75</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 145,111.65 |
| Excursions                 | 133,544.66 |
| Extracurricular dissections| 184,247.74 |
| Library                    | 13,921.83  |
| Training & development     | 5032.80    |
| Tied funds                 | 261,878.85 |

| Casual relief teachers     | 79,734.40  |
| Administration & office    | 153,387.39 |
| School-operated canteen    | 0.00       |
| Utilities                  | 109,774.26 |
| Maintenance                | 47,419.91  |
| Trust accounts             | 53,248.36  |
| Capital programs           | 97,431.08  |
| **Total expenditure**      | 1,284,732.93 |
| **Balance carried forward**| 510,652.82 |

**2015 Science Competition Awardees**

**School performance**

**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.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link *My School* and insert the school name in the *Find a school* and select GO to access the school data.

**Year 7 NAPLAN**

The percentage of students Below National Minimum Standards continues to be extremely small: 4% in Reading; 6% in Writing; 3% in Spelling; 5% in Grammar and Punctuation; 4% in Numeracy. The results are in line with the school’s outstanding 2014 results.

Conversely, the percentage of students achieving in the highest bands (Proficient) is again excellent: 27%
in Reading; 26% in Writing; 41% in Spelling; 39% in Grammar and Punctuation; 30% in Numeracy.

In relation to Literacy, the percentage of students achieving in the highest bands was above the figure for the State in all areas except Reading, reflecting the trend of CGHS attracting girls with a very strong literacy foundation. In Numeracy, the percentage of students achieving in the highest bands was above the state for the first time, a tremendous result.

Percentage of students in highest achievement bands (Proficient)

<table>
<thead>
<tr>
<th>Year 7</th>
<th>% 2015</th>
<th>% 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>27%</td>
<td>29%</td>
</tr>
<tr>
<td>Writing</td>
<td>26%</td>
<td>20%</td>
</tr>
<tr>
<td>Spelling</td>
<td>41%</td>
<td>36%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>39%</td>
<td>29%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>30%</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, and marginally below in Numeracy – 588.5 for Canterbury Girls; 591.0 for NSW Public Schools.

Student Growth

Student Growth refers to the level of improvement in student results from their previous NAPLAN assessments undertaken in 2013. In the 2015 NAPLAN examinations, the level of Student Growth for Canterbury Girls High exceeded the average level of growth by students in NSW Public Schools in all areas of Literacy and Numeracy. This is an exceptional achievement.

<table>
<thead>
<tr>
<th>Aspect of NAPLAN</th>
<th>CGHS Growth</th>
<th>Average NSW Public Schools Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 Reading</td>
<td>46.8</td>
<td>41.7</td>
</tr>
<tr>
<td>Year 7 Writing</td>
<td>33.7</td>
<td>24.6</td>
</tr>
<tr>
<td>Year 7 Spelling</td>
<td>53.4</td>
<td>50.8</td>
</tr>
<tr>
<td>Year 7 Grammar</td>
<td>47.6</td>
<td>38.2</td>
</tr>
<tr>
<td>Year 7 Numeracy</td>
<td>58.9</td>
<td>52.8</td>
</tr>
</tbody>
</table>

Future Directions

The Year 7 Performance Class and Gifted and Talented Classes will continue into Year 8 in 2016 in order to continue to extend the skills of gifted and talented students in all areas of learning, including literacy and numeracy.

Targeted support will continue to be provided for students achieving below their personal best. Support for Year 8, 2016 will include the provision of an elective Literacy class, targeted numeracy support, peer mentoring in Literacy and Numeracy during the Personal Best Program, the operation of the Making up for Lost Time in Literacy (Multilit) reading program, STL and EALD classroom support, and the Mercy Connect tuition program to assist refugee students. New teaching programs following a National Curriculum will address areas of student under-performance in 2015 NAPLAN.

The School’s Literacy and Numeracy Committee will continue to drive whole school improvement in these areas.

Year 9 NAPLAN

The percentages of students Below National Minimum Standards are as follows: 3% in Reading; 15% in Writing; 2% in Spelling; 8% in Grammar and Punctuation; 1% in Numeracy. In all areas of Literacy, Canterbury Girls had a smaller percentage of students Below National Minimum Standards 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 1% the smallest percentage the school has ever had, and below the state percentage of 4%, an outstanding result.

The percentage of Year 9 students placed in the highest achievement bands (Proficient) for 2015 was very good: 28% in Reading; 12% in Writing; 22% in Spelling; 18% in Grammar and Punctuation; 20% in Numeracy.

In relation to Reading, the school was above the state in terms of the percentage of students deemed to be Proficient. In all other areas of Literacy, the school was slightly below the state in terms of the percentage of students in the Proficient bands.

Percentage of students in highest achievement bands (Proficient)

<table>
<thead>
<tr>
<th>Year 9</th>
<th>2015 %</th>
<th>2014 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>28%</td>
<td>34%</td>
</tr>
<tr>
<td>Writing</td>
<td>12%</td>
<td>17%</td>
</tr>
<tr>
<td>Spelling</td>
<td>22%</td>
<td>37%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>18%</td>
<td>28%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>20%</td>
<td>26%</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, and slightly below in Numeracy – 588.5 for Canterbury Girls; 599.5 for NSW Public Schools, a very fine result indeed.

**Student Growth**

In all areas of Literacy – except Writing - 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 NSW Public Schools. This is an exceptional achievement and a testimony to the excellence of teaching afforded every student at Canterbury Girls High School. On 10/3/16 the Sydney Morning Herald listed CGHS as one of only 14 Government secondary schools identified by ACARA as having substantial above-average gain in the 2015 NAPLAN results.

<table>
<thead>
<tr>
<th>Aspect of NAPLAN</th>
<th>CGHS Growth</th>
<th>Average NSW Public Schools Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Reading</td>
<td>52.4</td>
<td>37.7</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>20.0</td>
<td>22.3</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>34.6</td>
<td>30.4</td>
</tr>
<tr>
<td>Year 9 Grammar</td>
<td>36.5</td>
<td>29.5</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>52.6</td>
<td>46.8</td>
</tr>
</tbody>
</table>

**Future Directions**

A focus for 2016 will be to continue to increase the percentage of students achieving in the highest performance bands. Additional Numeracy support will again be provided to students below national benchmarks. Curriculum adjustments in relation to Writing and Grammar and Punctuation will be undertaken to further extend students in these areas.

Learning support will continue to be provided to students not achieving to their potential in Literacy and Numeracy. Stage 5 students will continue to have access to Multilit and Mercy Connect programs.

**Higher School Certificate (HSC)**

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). 2015 proved another stellar year for the school in terms of HSC results: 63% of students achieved at least one High Performance band; 19% of students achieved all High Performance Bands; and 41% of all results were placed in the High Performance Bands. The school performed above the state average in Business Studies, Chemistry, Dance, Economics, English Standard, English Advanced, English ESL, English Extension 1, Legal Studies, Mathematics General, Mathematics 2 Unit, Mathematics Extension 1, Mathematics Extension 2, Modern History, Music, Physics, Society and Culture, Chinese Background Speakers and Business Services. The school continues a trend of tremendous academic achievement in comparison with the state.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of subjects above State Average</th>
<th>Number of subjects below State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>2014</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td>2013</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>2012</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>2011</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>2010</td>
<td>10</td>
<td>22</td>
</tr>
</tbody>
</table>

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. The school was again above the state
average in all Mathematics courses and in four out of five English courses, a superb achievement.

The school was within two marks of the state average in Ancient History, Community and Family Studies, Drama, and Visual Arts, a very sound achievement.

Two students achieved placement on the prestigious All Rounder list with the achievement of all Band 6 results, Tiana Pelaia and Mari Kawata. A dozen other students were just a few marks off this achievement as well. Arika Bose was listed in the Top Achievers in Course for Business Studies. Natali Vranjkovic performed her Dance Core Performance solo at the highly prestigious Callback. Michelle Kajda was the recipient of a Certificate of Distinction from the Society & Culture Association for her "Outstanding Research in the Person Interest Project for the HSC". In addition, dozens of other students were listed on the distinguished achievers list. The school was listed by the Sydney Morning Herald, on the 21.12.2015 as one of the 4 Comprehensive schools in NSW ’punching well above their weight,” combined with this we were the top ranked Comprehensive Girls School in the Inner West and southern suburbs of Sydney. Our school rank based on high performance bands has improved by 200 ranking places in 2 years, with 2015 being the best ranking on 118.

Areas the school will continue to support improvements in learning include PDHPE, Textiles and Design, Chinese Continuers, French Beginners and French Continuers where candidates were at least 5 percentage points below the state average.

In comparison to the 2014 Higher School Certificate, the school increased the number of students achieving in High Performance Bands (Bands 5 and 6) in Dance, ESL English, Legal Studies, Modern History, Society and Culture, Chinese Continuers, Chinese Heritage, Hospitality and Business Services.

Trend data for 2008 to 2015 shows an increasing trend of student achievement in the High Performance Bands and decreasing achievement in the Low Performance Bands. For the third successive year, the percentage of students in the High Performance bands is greater than the percentage in the Low Performance Bands. In the 2015 HSC, the school achieved its greatest percentage of students in the High Performance Bands of 41%, a tremendous achievement.

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.

**HSC Valued Added**

In the 2015 HSC, value-added for Lower, Middle and Higher students across all courses were all in the Large range for the second successive year. This is an exceptional achievement of which the entire school community is enormously proud.

![HSC: Relative performance from NAPLAN Year 9 (Cohort Progress)](image)
**Parent/caregiver, student, teacher satisfaction**

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2015, the school undertook Evaluations in relation to the PDHPE faculty and School Sport. Students, staff and parents were surveyed regarding their views in relation to the efficacy of programs. Evaluation Recommendations are presented below.

**Sport Recommendations**

1. Sport fee structure should be evaluated, and information regularly provided to students and parents regarding fees and payment options. It would be useful if staff could be provided with updated information regarding outstanding grade Sport fees. Equity issues should be considered with regard to enabling students with financial issues to access grade sports.

2. Opportunities should be explored to enable professional learning for staff in relation to refereeing, coaching, rules of sport and effective supervision practices. This will support whole-staff understanding of Sport as a cross-curricular issue.

3. An evaluation of Sports uniform should take place, and the school investigate the potential for cost-effective improvements in fit and functionality in relation to playing sport during the different seasons.

4. Guidelines should be published to support staff in the administering of Sport trials and try-outs to enable talented athletes to be identified and nurtured.

5. Opportunities should be explored for grade sports to have weekly training sessions. These could involve the use of seniors and external participants if practical.

6. Evaluate the effectiveness of recreational sports, and explore ways of better matching these to student interests. Investigate utilising skilled external people, via professional associations, to support increased student engagement and participation. Consider opening up all recreational sports for all years. Examine the efficacy of Tasker Park rotational Sport.

7. Guidelines need to be published in relation to current risk assessments for all sports, student and staff travel to and from sport, and dismissal from venues (pink notes).

8. Guidelines to support staff manage student behaviour to, from and during Sport needs to be updated and linked to School Welfare Code. The issue of supervising students whilst teachers are refereeing should be addressed in these guidelines, as should protocols for managing inappropriate behaviours of students from other schools.

9. Explore opportunities to maximise bus travel in relation to safe and efficient travel to venues. Need to ensure no students are sitting on the floor of Sport buses but seated or standing.

10. Explore opportunities to provide rich tasks for Sport where students are given an opportunity to work with talented athletes in a particular sport, and to have their interest and talent in Sport enhanced. Utilise school community connections with professional associations regarding this.

**PDHPE Recommendations**

1. Teaching programs, assessment tasks and marking criteria need to focus on producing deep understanding of important concepts, skills and ideas and to engage in higher-order thinking and communicate substantively about what they have learnt. For example, requiring students to evaluate, synthesise and analyse rather than describe and explain.

2. Programs need to be reviewed to ensure that syllabus content is sequentially planned to avoid repetition, consider students’ prior knowledge and reflect students’ social maturation and contexts outside the classroom through the examination of relevant issues.

3. Curriculum mapping should be undertaken to strengthen connections between PDHPE teaching programs and whole school programs (White Ribbon, Personal Best, Wellbeing, Wear It Purple, RUOK), and to enable a deeper understanding of related issues to be achieved by students.

4. Backward Mapping should be the starting point for the development of teaching programs to ensure rich curriculum incorporating a broad range of strategies, including project-based learning, critical thinking, student construction of knowledge, peer assessment and self-assessment.

5. Teaching programs should be reviewed using a Curriculum Differentiation ‘lens’ to ensure that the diverse learning needs of individual students are being addressed through a greater variety of teaching strategies, opportunities for acceleration and extension, and the inclusion of EALD strategies.

6. 7-10 programs should be revised to explicitly integrate the language, learning outcomes and
course performance descriptors of the PDHPE syllabus, ensuring metalanguage and assessment verbs are regularly unpacked and scaffolded with students.

7. Opportunities should be explored to highlight career pathways related to Stage 6 PDHPE and CAFS content, promote KLA achievements throughout the school community, raise faculty profile and attract high performing students to PDHPE programs and courses.

Policy requirements

Aboriginal education

In 2015, the school continued the successful Aboriginal Student Support Program with an expanded enrolment. Through close contact with the families and school-based social events, strong links were forged between the parents and students and individual learning support plans were constructed. The program was funded using DoE RAM funds and by a grant from Canterbury-Hurlstone Park RSL. The program supports the organisational skills of students, provides on-site tuition delivered individually or in small groups and ensures that students are provided with opportunities to engage with outside cultural centres and programs to develop and strengthen their skills and knowledge in the Aboriginal culture and they are linked to extra-mural programs in DoE and universities to support their academic and vocational progression.

Students were provided with special opportunities such as:

- The Indigenous Mentoring Project with Canterbury Primary School for Stage 4 students
- NSW Public School Aboriginal Dance Company - Marie Ikonomou (also a member of Bangarra Dance Company)
- Aboriginal Voice Recognition Program – Finalists: Jessie Simon-Fitzpatrick and Sharnee Dingwall
- NIDA: Ensemble for Age Division – Anastasia Bampos
- Chairing The Great Debate at the NSW State Parliament House – Jessie Simon-Fitzpatrick
- University of NSW Winter School Program – Jessie Simon-Fitzpatrick
- “Expanding Horizons” (Sydney Opera House - work experience periods) – Sharnee Dingwall and Jessie Simon Fitzpatrick
- UTS Indigenous Program – Jumbunna leadership program - Jessie Simon-Fitzpatrick and Sharnee Dingwall
- Sydney Region Deadly Awards Year 8 Division awarded to Marie Ikonomou

Multicultural Education and Anti-racism

The school population at Canterbury is diverse, with 68% of students coming from over 49 Language backgrounds other than English. The majority of classroom teachers at Canterbury Girls have received training and professional development in the teaching of EAL/D and LBOTE students. This year an additional 11 teachers received participated in 24 hours of professional development undertaking the department’s Teaching English Language Learners course. This meant that at least 75% of the teaching staff had received extensive training in teaching strategies for students who are learning English as an additional language.

In addition, each year the Department of Education provides the school with staff specially trained in teaching EAL/D and LBOTE students, based on the number and needs of such students enrolled at the school.

EAL/D teachers provide the following support for EAL/D and LBOTE students:

- Students with EAL/D backgrounds in Years 7 & 8 were supported through team teaching in core curriculum by an EAL/D teacher. In addition, students in year 8 with EAL/D and LBOTE backgrounds who needed extra help with their literacy attended an English literacy elective class twice a week.
- Students with EAL/D backgrounds in years 9 & 10 were supported through team teaching in their core English classes and in some History, Geography and Science classes.
- Students with EAL/D backgrounds in years 11 & 12 studied the English as a Second Language Preliminary and HSC courses and a year 11 Fundamentals of English course taught by an EAL/D teacher.

EAL/D students in Year 10 were able to complete intensive English literacy classes for one week during term 4 when other students were at work placement.

The schools’ Anti-racism Contact Officer did not receive any complaints involving the issue of racism during 2015, a testimony to the inclusive and harmonious environment at Canterbury Girls High School.
Achievements in the arts and sport.

The Arts

The Creative and Performing Arts faculty at Canterbury Girls High school continued to extend the opportunities for students in all areas of study and extra-curricular activity in 2015. Opportunities were offered for our students to participate in a range of performance activities from our subject specific Showcase, Education Week, Schools Spectacular, Art Exhibition, Dance Festival, Kool Skools to our bi-annual school musical ‘Mean Girls Too.’ 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.

Our musical production Mean Girls was outstandingly successful with performances across three days. It was very much a whole school activity with support coming from every faculty through assistance with staging, organisation, costuming, promotion catering and design. The performance incorporated the song writing talents of students as they watched their compositions move from concept to polished performance. The creative skills of many were called upon, particularly the art students from the design point of view. Our musicians, dancers and dramatists worked to achieve a production which appealed to students and parents and which showcased the very best of our performing arts abilities to an undoubted standard of excellence.

Once again we held our annual Visual Arts Exhibition as an opportunity to showcase the work of our HSC students. It was a fabulous evening and our students enjoyed to process. It was a major success with sales on the evening and the work provided stimulating opportunities for thought and discussion. Recognition for the art work goes beyond the school, as Imogen Smith’s work was then selected to be considered for Art Express. The Art teachers were busy with students as they re-worked some fading images from previous school performances to create wonderful production murals which now decorate the walls of the school.
Throughout 2015, Canterbury Girls High School’s Drama Ensembles were happy and productive places as our students practised and extended their skills. All Drama Ensembles are already underway for as they prepare for our forthcoming drama production ‘Family Matters’ for 2016.

Our TheatreSports teams grew in strength in 2015. We once again presented out HSC Showcase in partnership with the Dance department. The Junior and Senior TheatreSports teams again participated in the NSW Schools Competition. The Junior Theatresports team built on their skills with the Intermediates fielding an entirely new team and the Seniors were successful all the way to the semi-finals where they were narrowly defeated. We also ran an inter-school Theatre Sports Challenge in Term Four in order to practice the techniques and skills taught in class in a public forum.

Students were inundated with opportunities to publically perform their Dance work. The HSC Dance Showcase presented alongside the drama works gave excellent preparation for the final external examination. Once again our school was invited to send a troupe of dancers to participate in the NSW School Spectacular. The school was also invited to perform as part of Education Week celebrations at Ashfield Mall and Dance Ensembles performed at the Sydney Regional Dance Festival at the Seymour Centre and in the School’s Spectacular.

In 2015, Music students had the opportunity of once again participating in the Kool Skools Competition. Over sixty 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 tracks produced were recorded on the ‘Once more with feeling’ CD which was distributed broadly. Our school was again recognised with success in a range of categories at the Kool Skools Award Ceremony.

A number of students earned places in the Department of Education’s (DoE) Performing Arts Unit Ensembles. These included students selected for dance, drama, instrumental and singing. Ella Hosty-Snelgrove and Safiyah Abdullah in Year 9 along with Lyndsey Barry-Byrnes and Franki Eastment in Year 8 were selected as members of the DoE Arts Unit Drama Ensembles. Zoe Viney in Year 10 and Lucy Melville, Naomi Agius in Year 9 were selected for the State Choir, Zoe Morris Year 8 was a member of the Symphonic Wind Orchestra.
2015 was an outstanding sporting year for Canterbury Girls High School. Three carnivals were held in 2015 – swimming, cross country and athletics.

Swimming – Canterbury Girls entered a strong team into the St George Zone Swimming Carnival. Isabella Rocher (13 years) and Jemma Nguyen (14 years) were both named as age champions and Amelia Tanuse (12 years) and Jenny Nguyen (16 years) were both named age champion runners-up for their respective age groups. Nine students were selected to represent St George zone at Regional level and Isabella Rocher and Jemma Nguyen were selected to compete in NSWCHS.

Cross Country – At the St George Zone cross country carnival, Chaltu Strachan (13 years) was named as age champion and Salam Issa (12 years) and Maya Wood Thomson (14 years) were both named age champion runners-up for 2015. Twelve students were selected to represent St George Zone at Regional level.

Athletics – Canterbury Girls also entered a strong team into the St George Zone athletics carnival. Chaltu Strachan (13 years) was also named the St George Zone age champion and Fanta Aruna (12 years) was named age champion runner-up in 2015. Canterbury Girls High school had 18 students represent St George zone at Regional level with Fanta Aruna being selected to compete in NSWCHS. Katie Chung, Amy Tran and Chaltu Strachan represented St George Zone in girls’ soccer at the Sydney East girls soccer gala day.

Outstanding individual and team performances for 2015 included:

- Nell Bryson-Smith (Year 8) represented Sydney East at NSWCHS in girls cricket.
- Oriel Parfenow (Year 12) captained the Sydney East team at NSWCHS in girls Volleyball. She also received a St George Zone Sporting Blue and a
Sydney East Sporting Blue for her outstanding achievements in Volleyball.
- Knockout Sport – Canterbury Girls entered 11 teams into the Sydney East Knockout competition. The Canterbury Girls Knockout Volleyball team won their competition and went on to represent Sydney East at the NSWCHS Knockout competition.
- Grade Sport – Over 400 students competed in both the summer and winter St George Zone grade competitions with a total of 51 teams being entered. Of these teams, 16 made it through to the finals and 5 were victorious – 13A mini soccer, 14B table tennis, 13 Volleyball, 2nd grade table tennis and 1st grade volleyball.
- All students in years 7 – 9 took part in the NSW Premier’s Secondary Schools Sport Challenge. 8A won the class challenge.
- Alison Anae (Year 11) was awarded sportswoman of the year.
- Canberra House was awarded Champion House for 2015.