Principal’s message

We are delighted to present this report to you. Stakeholders, (students, parents and staff) are extremely proud of our learning community.

Our school is a comprehensive Years 7–12 girls school located in the inner west of Sydney. Canterbury Girls High School has a long and proud tradition of challenging girls to attain the very highest in educational outcomes. The school has been pivotal in the local community since the turn of the century in providing the best possible education to young women. We offer a strong academic education characterised by choice, as students plan their individual goals and pathways. Our success is demonstrated by our Higher School Certificate results and our exceptionally high value added results. This is due to a history of innovation in terms of supportive systems and valuing the unique learning demands of each student. We are passionate about quality teaching and learning in all classrooms.

We offer many environmental, leadership, cultural, sporting and extra curricula activities to all of our students. Our rigorous learning programs are complemented by a caring and supportive welfare system.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Judy Playfair (Relieving)

Our achievements

Environmental Education

In 2005 a wide range of significant school and community environmental programs culminated in the recognition of Canterbury Girls as the winner of the National Sustainable Schools’ Competition. The award is an acknowledgement of years of work in monitoring and improving the Cooks River and the local environment, of working with other schools and in raising and promoting environmental awareness in our school, others and the broader community.

Our environmental educational programs are characterised by strong student involvement, enriched extra curricular activities and student based research of the school’s sustainability. Moreover programs such as Streamwatch, the eco-audit and the links with other schools have been embedded into science and technology programs which enrich student learning.

Testing by students as part of the Streamwatch program
Canterbury girls and staff have demonstrated just what can be done with a little bit of inspiration and a great deal of motivated cooperation.

Creative Arts

Students at Canterbury Girls have many opportunities to develop in the creative arts through both the formal school curriculum and a broad co-curricular program. In addition to the drama, visual arts and music electives offered in Stages 5 and 6, students from all years are encouraged to participate in a diverse range of performance groups and activities including choir, vocal groups, concert band, various rock bands and jazz ensembles, drama and dance groups. Students are also involved in staging our annual Talent Quest, Music Evening, Drama Night and bi-annual Art Show.

Our choir has established close, on-going relationships with choirs in neighbouring primary schools, combining to rehearse and perform in local community musical events.

Extra-curricular individual or group lessons, conducted by fully qualified musicians at highly competitive rates are available in piano, voice, percussion, guitar, band instruments and dance. Over eighty students are currently taking advantage of these programs.

Sport

At Canterbury Girls we encourage all students to develop an active and healthy lifestyle and as a part of this we enter sporting competitions at all levels. Our programs include knockout competitions and compulsory weekly sport afternoons, where skill development and being active are priorities. In the Area Trials the gifted and talented sportswomen get an opportunity to develop their abilities and play with other highly skilled athletes from other schools all over New South Wales.

Canterbury Girls competes in the St George Zone grade sport competition. Grade sport enables students to be part of a team and strive together towards a common goal each week against other schools in the zone. In 2005 the table tennis A, B, C, and D, junior volleyball A and B, open touch A, open basketball A and junior basketball B were all premiers in their respective competitions. The fine efforts by teams and coaches in 2005 have enabled Canterbury Girls to be awarded the St George Zone Sport Competition Champion Girls School, setting a precedent which will be very hard to emulate.

Our highlight from the 2005 Canterbury Girls sporting year included one student who reset all the swimming records, most of which were set in 1990. Another student was our champion athlete for 2005, who then competed in the Diving Nationals in Brisbane, where she managed to achieve an overall third place.

A competitor at the Annual Swimming Carnival

Sport is far more than a component of curriculum at Canterbury Girls and our sporting events not only aim to achieve fitness and teamsmanship for all students, they are designed to foster student leadership, cooperation and sporting excellence.

Key evaluations

Educational and management practice

Quality Teaching and Learning

Background

Since 2001 the school has focused on a range of Quality Teaching initiatives. Initially executive teams were trained by consultants from University of Newcastle in strategies to implement improvements in teaching practice. Subsequently DET, state-wide, transformed these basic components into the Quality Teaching frameworks which we have continued to examine and implement. Since 2003 every Professional Learning Day has been devoted to furthering teachers’ competencies in applying these principles to programming assessment and classroom practice. For the last two years the school has introduced an additional professional learning day in term 4.

Continuous professional learning focusing on aspects of quality teaching takes place in faculty, staff, executive and professional development afternoon sessions.

The findings of our action learning program conducted with the University of Sydney in 2004
were shared across faculties during 2005 and the research was extended to the maths faculty and to additional programs in English, HSIE and science. Teachers from the science, mathematics and HSIE faculties have been invited to speak to regional, district and state conferences and at a range of community forums. All wanted to know more about the ways quality teaching principles can create improved learning outcomes for students from language backgrounds other than English.

During 2005 Canterbury Girls was one of only two high schools which were invited to share their quality teaching initiatives at a state-wide conference of school education directors.

In conjunction with the quality teaching frameworks special attention was given during 2005 to assessment design and the uses of technology in learning. The quality teaching principles were applied by all faculties to assessment construction in Stage 5 in line with the criteria adopted for Stage 6. This ensures that our assessment programs continue to reflect best practice. In addition, all staff members have been involved in a range of workshops addressing the skills needed for the effective integration of technology in learning. This helps teachers to continually improve learning programs for students and to implement technology in ways which develop critical thinking, problem solving and independent learning.

Renewed attention was also given by the whole staff to identifying the needs of gifted and talented students and designing strategies to challenge and extend all students. All faculties re-evaluated the rich tasks in their assessment programs and developed a rich task day for Stage 4 students. These projects are integrated into units of work and all Year 7 and 8 students participate in one every term for two years.

Findings and conclusions

The achievements from this continuous and integrated focus on quality teaching have been significant. All teachers have been involved in redesigning assessment and teaching programs in line with best practice which focuses on student acquisition of deep knowledge and understanding.

Students and teachers from our own school and teachers, principals and educational directors from across the state have all provided positive feedback on the ways that our quality teaching initiatives make learning more effective and also provide best practice models for others to adapt or implement.

As a result of our experiences in classrooms and beyond the school we have concluded that:

- teaching higher order thinking skills is critical to raising academic outcomes for all students;
- students benefit from explicit, carefully modelled assessment tasks;
- student engagement is heightened when teaching units are culturally relevant;
- teachers benefit from having the opportunities to engage in action learning projects which allow them to work in teams to develop and evaluate units of work which focus on higher order thinking, collaborative learning and the use of technology in learning;
- the professional learning team which has led and managed a range of innovative learning programs, achieved economies of scale, equity of expenditure and has effectively reflected the school’s strategic targets in its annual management plan.

Future directions

We will continue to develop strategies to raise the intellectual quality of the curriculum in line with the quality teaching frameworks.

We will do this by working collaboratively to:

- provide an integrated professional learning program which extends all teachers’ capacities to integrate technology into all Stage 4 and 5 programs;
- continue to build strong parent partnerships;
- expand our action learning projects for teachers to focus on their own collaborative learning;
- extend our work on enriching assessment programs to include backward mapping, to ensure that teaching units are always focused on the planned outcomes;
- continue to provide students with scaffolds for literacy, research activities and complex assessment tasks;
- renew our focus on data analysis to evaluate all learning programs.

Senior Learning Centre

Background

Since the requirements for the HSC were changed in 2001 most students in Year 12 do not attend classes for almost 20% of the school day. This means that students have ‘free’ time for approximately 75 minutes within every school day. Most schools across
the state have been concerned about the supervision of students during that time and a variety of approaches had been trialled unsuccessfully.

At Canterbury Girls the problems were exacerbated, because many students and families had a limited understanding of the learning culture required for HSC success. In many cases a student will be the first person in the family to attempt university entrance. Additionally, economic disadvantages often mean that families cannot provide computers, adequate study facilities or resources.

Retention rates from the junior school into the senior school started to decline. In the last two years our rate had dropped from 74% to 73% while the state trend had steadily increased. Other inappropriate behaviours began increasing across each Year 12 cohort: inappropriate time use and poor study habits; lateness to school and/or classes; unsatisfactory behaviour in and out of school at unsupervised times; absenteeism before assessment tasks were due and/or assessments handed in late.

Staff and parents had become increasingly concerned about the impact on many students of more rigorous academic requirements and student use of ‘free’ time. Throughout 2004 we researched options to address these issues, canvassed student and parental opinion and involved all the staff in designing and implementing a response.

At the beginning of 2005 the school started operating a supervised Learning Centre for all Years 11 and 12 students who did not have timetabled classes at any time in the school day. The Learning Centre occupies the entire mezzanine section of our library which means that senior students have exclusive use of a suite of twenty five networked computers, a laser printer and of course all the resources of the library.

Attendance is mandatory for all students in all their untimetabled school time and is fully supervised by teachers who actively support and assist students with their studies. Every session students identify their goals and discuss these with the supervising teacher. Whenever necessary students can use the library seminar rooms for group work, seek out one of their teachers for individual help or work in one of practical labs.

In term 4 the new cohort of Year 12 started using the Learning Centre using the same system.

Findings and Conclusions

In every respect this innovation has redressed the concerns which led to its implementation. Students, staff and parental evaluations have universally endorsed the Learning Centre and the support systems which accompany it. Although the first intake of Year 12 students exhibited some initial reluctance to lose their unsupervised time away from lessons, the second intake in Term 4 embraced it with enthusiasm. All students who accessed the Learning Centre and all members of the teaching staff noted the following improvements:

- better time management;
- less absenteeism prior to assessment tasks being due;
- fewer late assessments;
- punctuality to school significantly improved;
- an almost total absence of lateness to class and fractional truancy;
- heightened student willingness to seek timely support in challenging areas of study;
- intensified quality use of Internet and other library resources.

Whole school evaluations deemed that the costs of the Learning Centre were fully justified by its successes. This meant that it will be staffed in the same way in 2006 even though some larger classes exist in the senior school and Stage 5 elective classes are nearly all full. The mezzanine computers will continue to be reserved for seniors even though junior classes can now only access three computer rooms.

Parents continue to welcome the supervised supportive learning environment and the overall learning culture for all senior students has been significantly enhanced.
Future Directions
The school will maintain this initiative and enhance it with the following refinements:

- all KLAs to be represented in the supervisory staff roster;
- study skills and time management skills will be delivered in a more systematic way;
- the centre will be made available to more Year 11 students and some targeted high achievers in Years 9 and 10;
- the centre will continue to be evaluated.

Curriculum

Numeracy

Background

We identified that the school needed to ensure higher level numeracy skills across all KLAs. Information was gathered across mathematics classes and at executive level we spent time reviewing SNAP data and student survey results.

- 2005 Year 7 SNAP indicated that the percentage of students in the top two bands was less than in ELLA and below state average;
- student absences increased at times when formal maths testing and tasks were scheduled;
- a trend of decreasing participation in mathematics competitions had emerged;
- students indicated lack of confidence in numeracy activities compared with other learning areas;
- higher achieving students in Stage 4 and 5 found maths difficult and alienating.

Professional learning sessions across faculty teams reviewed key numeracy concepts and skills. Support material from SNAP tests was distributed and faculty teams identified key concepts and skills relevant to their programs. These teams backward mapped for assessment and reporting purposes.

Initiatives:

- school numeracy team formed with faculty presentation;
- Aboriginal education grant used to employ specialist maths teacher to assist targeted students;
- maths and numeracy resources developed by head teacher maths to assist small groups;
- training and development across KLAs on language of mathematics and sharing of classroom activities to make numeracy explicit across all faculties;
- incorporation of numeracy activities in Rich Days Stage 4;
- widened staff involvement in SNAP marking;
- modification of units in maths in line with QT framework;
- numeracy outcome on all Stage 4 reports in 2006.

Findings and conclusions

Staff across faculties feel more aware and confident when explaining key numeracy concepts. Faculties were able to identify the strands within SNAP and evaluate the relevance for their programs. Students reported they felt more engaged when they could ‘actually go outside and do maths activities’.

“When I am in small groups and able to use equipment I understand it better”, Fatima Stage 5.

“I don’t mind going to a smaller group because I can ask questions and then back in my maths class I understand what the others are doing”, Miriam Stage 4.

![Percentage of students in achievement levels: Year 7 Numeracy (SNAP)](image)
Future directions
Professional learning to continue with:
• participation in Regional numeracy plans for Stage 4;
• maths staff involved in assessment for Stage 5.
• school numeracy team to evaluate reporting processes and numeracy outcomes on reports.
• investigation of strategies to promote greater engagement and more active learning.

Other programs
Environmental Education
Background
Since 1997 the school has been actively involved in the Streamwatch Program. Since 1999 we have also developed links with other schools and developed student environment teams which undertake education and beautification projects in the school and along the Cooks River. Additionally we have hosted local area Environment Expos and workshops and become increasingly successful in Sustainable Living Competitions and Sydney Water activities.

The breadth and depth of our environmental education initiatives derives from high levels of student involvement and highly motivated staff leadership and initiative.

Achievements
In the 2005 Dolphin Awards we were recognised with a significant award for the sixth time in six years. Students and staff were also recognised for the Sustainable Living competition for the third time in three years. These achievements have been publicised on state wide television, within the DET and in the local media. All culminated in the school being named as the most sustainable school in Australia at a national awards ceremony at UNSW.

These prestigious awards and public accolades reflect ongoing school programs, involving many students in Years 8–12. These include:
• Streamwatch testing groups;
• Cooks River Environment Watch (CREW);
• school involvement with National Tree Planting Day, World Water Monitoring Day and Clean Up Australia Day;
• teams which design and build sustainable gardens and landscaping;
• Student Representative Council initiatives which educate other students, promote media links and raise funds for the school’s environment.

In addition, an eco-audit was held in March involving all Year 8 students. Students measured, weighed, calculated, inspected and analysed energy and water use, waste, recycling processes, biodiversity and resource management. The data collected was then presented by groups of students along with strategies to reduce waste and lessen our impact on the environment. Armed with figures, ideas and achievable targets, Canterbury Girls set about working towards improved outcomes in three key areas – grounds management, resource management and curriculum.

The Year 9 CREW students completed the calculations using the Powerhouse Museum’s online calculator and by adding detailed data on student and staff attitudes.

All these initiatives are accompanied with educational programs within the new science syllabus and by a Stage 5 science program which incorporates the ideas of sustainability. This program has been written in conjunction with UNSW Knowledge Networks and will be available online for other teachers to use in 2006.

All aspects of our environmental education initiatives are accompanied by significant community interaction with such agencies as Canterbury City Council, Sydney Water, Botany Bay Field Study Centre, Canterbury-Hurlstone Park RSL Club and a range of media outlets. The programs have been formally recognised and promoted by Linda Burney MP, Honourable Kayee Griffin MLA, Celia Busted from Sydney Water, DET Directors and the UNSW.

2005 Dolphin Award Winners
Future directions
Students will continue to work with staff on the implementation of significant improvements to water conservation, grounds beautification and monitoring of the Cooks River.

In addition, professional learning activities will enable environmental education elements to be integrated into all Stage 4 programs.

Student Leadership

Background
The school community actively promotes participation of all students from Years 7–12 in effective leadership programs. This promotes student engagement in democratic leadership when initiating change in their own school environment and the wider community. Through these positive experiences the students’ levels of confidence are raised in their own abilities to influence others in a meaningful way.

A recognisable result from the range of different leadership programs has been increased engagement which has led students to taking responsibility for their own learning.

Through modelling leadership experiences in a safe and caring environment the students can transfer these skills and become empowered women.

These include:

- student directed, educational initiatives supported by the HSIE curriculum, raised awareness of humanitarian issues for World Refugee Day. Leaders co-ordinated activities across the school to promote wider understanding of how, as individuals, we can all make a difference to people in crisis;
- the SRC which embraced this model to raise the level of consciousness towards the Pakistan earthquake victims. Students aided the national launch of the UN appeal for Refugees;
- leadership groups including SRC, Prefect, Interact and ICF demonstrated their citizenship skills through various fundraising activities;
- students who mentored and led workshops on environmental issues, leadership, school transition, democratic principles, programs promoting cultural inclusivity in our local primary and secondary schools;
- committed student groups developed an environmental and sustainable school plan. They also led local community environmental initiatives;
- students are implementing a leadership charter of responsibility to strengthen the democratic processes which underpin participation in leadership programs;
- students’ recognition of the need to enhance the school community’s sense of well-being. They promoted initiatives that created a safer more caring environment, especially for our junior students.

Findings and conclusions
Students became empowered to suggest and undertake strategies to improve their own learning environment and their surrounding community.

Future directions

By reflecting on the present leadership programs we have decided to:

- enhance the democratisation of leadership groups through updating existing charters;
- increase opportunities for more students to be involved with leadership initiatives and be supported in meeting this challenge;
- maintain the quality of student led programs within this school, feeder schools, Canterbury Boys High School and wider community.

Student Welfare

Background
Student welfare programs support quality teaching and learning. By developing students’ self esteem through opportunities for participation, citizenship and leadership, student welfare contributes to higher levels of engagement in learning. Students at risk of disengaging from school are supported to remain in learning through early intervention with strategies planned to meet individual needs.

Currently at Canterbury Girls the following range of welfare initiatives is being implemented:

- leadership opportunities through SRC, Prefects, Duke of Edinburgh and Interact;
- a Mind Matters program in partnership with NSW Health to develop resilience and coping skills is embedded in a transition to Year 7 Mentoring program delivered by Year 9 and 10 mentors;
- a tertiary awareness program with Sydney University for Pacific Islands students to encourage future lifelong learning pathways;
• an alternative education Links to Learning program for Year 9 students to develop vocational, living and academic skills;
• a LEAPS workplace mentoring program (Lawyers Encouraging and Assisting Promising Students) to support talented Year 9 students at risk of underachievement was continued after a successful debut in 2004;
• programs at key points of transition to support moving into the senior school and into post school destinations.

Services at the school include:
• a school counsellor and a school careers adviser;
• a part time drug and alcohol counsellor through the Ted Noffs Foundation;
• a Pacific Islander case worker and community education program through PERX (Pacific Education Resource Centre).

In 2005 a new system of attendance monitoring was introduced involving two formal roll check times in the school day and strategies to inform parents on the day of absence from school. Daily absence rates have been reduced as a result.

In addition to the Mind Matters program in 2005 the school also participated in a GP Project involving a series of student focus groups and a student developed audit of local GP services to promote youth friendly practices in mental health issues by local doctors.

In 2005 some members of the welfare team participated in professional development in the principles of Restorative Justice, to support behaviour management and conflict resolution processes. The RISC software program was investigated as a method of recording student welfare interventions. A revised Merit Award system was implemented recognising consistent and diligent participation in the classroom.

Findings and conclusions
Canterbury Girls has a reputation as a caring, safe and harmonious school community. Families have responded positively to the programs and services available to support student engagement in learning. The new Merit system has been successful in giving more students public recognition of their efforts.

Future directions
• train more key welfare personnel in the principles of Restorative Justice;
• implement the RISC software package to support the collection and communication of student welfare related data;
• continue the school’s involvement in mentoring programs and mental health initiatives.

Student performance

School Certificate
Student performance in the School Certificate statewide examinations are reported in achievement bands 1 to 6. Band 6 identifies the highest level of achievement.

The value added data shows that students have gained greatly from being at our school.

English – literacy
The school continues to value add for our students in all performance groups (high, middle and lower) compared to their BST results (Year 5). The overall performance in the high performing bands (5 and 8) was slightly below state average, in the middle performance band. The trend data indicates that we have successfully moved students from the lower performing bands to the middle bands.

Mathematics
The school’s performance is very close to the state averages across all bands (1–6). It is pleasing to note that the top performing students in mathematics demonstrated considerable value added in comparison to their BST. The middle performing group also showed great improvement. There was significant but lesser improvement for the lower performing students.

Science
Across all six bands our students performed close to the state average. Our students in the lower and middle performing groups demonstrated significant improvement (value added).

Australian geography, civics and citizenship
Students performed slightly below state average across all bands, however students in the middle bands demonstrated significant value added.

Australian history, civics and citizenship
Our results in this subject continue to be outstanding. We had double the percentage of students in the top bands, compared to the rest of the state. The trend data continues to improve significantly. In this subject all our students showed very significant value added across all performance groups.
Higher School Certificate

Student performance in the HSC is reported in achievement bands and using marks. In 2005 117 students sat for their HSC. We achieved significant value added results for the sixth year in a row.

The highest value added results were achieved in the KLA of HSIE. However there are a large number of different subjects within this KLA and the value added varies across these courses.

Results in HSIE continue to be strong because our students achieve significantly higher than state average in legal studies and modern history in particular and slightly higher in ancient history.

Results in English (advanced) were close to state average.

In the sciences our group of biology students were above state average.

In the visual arts our averages this year were below state average, however the trend data continues to improve.

Our targets

Progress on 2005 targets

Target 1. To strengthen HSC results in identified areas

Our achievements include:

- value added results were maintained or increased in 90% of all subjects in the HSC 2006;
- action learning programs were continued and teachers developed better understandings of how to implement effective assessment tasks;
- a senior learning centre has been established in the Library which allows all Year 12 students to use the facilities and gain teacher support during every lesson they are not in timetabled classes. Student and parent surveys indicate that this initiative is highly valued and has significantly assisted students to maximise heir learning outcomes and succeed in assessment tasks.

Target 2. To strengthen learning outcomes for all students in Years 7 to 10

Our achievements include:

- implementation of a new day structure which has reduced lateness to school and fractional truancy in all years;
• inclusion of numeracy targets in all Stage 4 programs to support the new mathematics program and preparation for SNAP testing;
• the establishment of a numeracy program to support targeted students in Years 7–10;
• ongoing professional learning programs for all staff which promotes the use of technology in learning and the Quality Teaching frameworks.

Target 3. To maintain school enrolments above 600 students.

Our achievements include:
• enrolments maintained above 600 in the face of DET demographic predictions and increasing competition from newly established nearby selective schools;
• ongoing successful promotion of student achievements via school newsletters, local and state press releases and participation in a wide range of public events;
• increased parent participation in school planning, school community events and promotional activities.

Targets for 2006

Target 1. To strengthen SC results in identified areas.

Strategies to achieve this target include:
• expanding staff expertise in maximising learning outcomes using Quality Teaching frameworks in 75 minute lesson blocks;
• implementing explicit literacy and numeracy strategies into all teaching programs (Stages 4 and 5);
• increasing provisions for talented students in all KLA’s (Stages 4 and 5).

Our success will be measured by:
• value added results in ELLA and SNAP (Year 8, 2006) and SC results in 2007;
• increased retention rates to Year 11 (2006-2007).

Target 2. To expand the use of computer technologies for learning, educational planning and communication.

Strategies to achieve this target include:
• integration of explicit ICT in all teaching programs (Stage 4) and support for all staff to enable better alignment of quality teaching principles with ICT in learning programs;
• expanding the application of ELLA, SNAP, SC and HSC data to better evaluate teaching programs in all KLAS;
• extending computer network to most classrooms and establishing an up to date school website;
• establishing an electronic communication system to record and share data on student welfare, progress and attendance;
• establish a new and expanded school website.

Our success will be measured by:
• increased integration of ICT in learning programs (Stages 4 and 5);
• expanded use by whole school community of internet, intranet and school website.

Target 3. Maintain school enrolments above 700 students.

Strategies to achieve this target include:
• establishment of protocols with Canterbury Boys High School to expand curriculum in senior school;
• expansion of home and school interactions via the P & C, SRC, newsletter and updated website;
• enrichment of links with key feeder schools by expanding co-curricular activities (Stages 2–5) and the ongoing exchange of student data and teaching strategies;
• extension of music, drama, art and public speaking programs within and across schools and at regional and community forums;
• active promotion of school in wider community.

Our success will be measured by:
• enrolment numbers remaining over 600;
• expanded senior curriculum and co-curriculum activities.

Our context

Enrolment profile
Canterbury Girls has an enrolment of 640 students. These students come from over 48 language backgrounds. The number of schools from which our students come continues to rise. There has been a shift with smaller numbers of students coming from
particular schools, reflecting demographic changes in the local area.

Even though the number of students overall, continues to decline, due in part to family relocation, we continue to take enrolments throughout the entire year.

Our retention rates are consistent with the past years trends. They are significantly higher than state rates.

In 2003, 73% of our students from Year 10 stayed to complete their HSC. This compares with 61% across the state.

**Attendance profile**

We have implemented strategies to improve our attendance rates. While students in Years 11 and 12 show the greatest improvement from 2004 – 2005, this is disappointing despite the ongoing monitoring of attendance and shows that there is still room for further improvement. These rates are affected by the incidence of families needing to visit relatives overseas, throughout the school year and often for extended periods of time.

Parent and caregiver involvement and participation

- nine P & C meetings were held during 2005 with an average attendance of 12 parents. The P & C has focused on raising the profile of Canterbury Girls in the local area and working in partnership with the school to endorse new and amended policies and programs;

- Australian Government Grant application – in July 2005, the P & C, in partnership with the school, applied for a Commonwealth grant of $150 000 to develop a digital multi-media centre incorporating state of the art software and hardware to assist students in all years and across many key learning areas. Prior to the application, the P & C discussed various potential educational programs for the grant. The result of the application is not yet known;

- Community Water Grant – the school has a strong history in environmental programs and P & C supported the school’s application for a water grant of up to $50 000 to install facilities to save water usage in the school grounds and toilets. The application was successful and P & C has agreed to assist with installation of the facilities and a letterbox drop to advise the local community of the school’s commitment to environmental sustainability;

- ‘welcome Year 7’ barbeque – funded by the P & C to provide an opportunity for incoming Year 7 students and their parents to meet informally with Year 8 students, prefects, other parents and teachers. Guests included Ms Linda Burney MP for Canterbury and Mr Rae Jones, Mayor of Ashfield;

- upgrade of toilets – the P & C supported the upgrade of the toilets as a project undertaken by the Links to Learning students in conjunction with art students from the University of Sydney. P & C also endorsed the purchase of smoke detectors in toilets to aid the prevention of smoking by students. P & C supported the continued education of students on the dangers of smoking and the regular availability of independent counsellors at the school;

- pedestrian footbridge over Canterbury Road – a P & C representative attended two meetings of Canterbury Council to support the erection of a pedestrian footbridge to provide safe access for students attending Canterbury Public and Canterbury Girls High Schools. Council endorsed the footbridge and the bridge is due for completion in mid 2006;
• canteen tender – to ensure Healthy Canteen procedures, as outlined by NSW Department of Education and Training, P & C was represented on a canteen committee to select a new canteen proprietor who commenced in term 3, 2005. Feedback from staff and students has been very positive;

• uniform policy – P & C unanimously supported the school’s push for correct school uniform, including the wearing of the mantou and hijab in school colours. The P & C also endorsed the new sport uniform including an optional cap inscribed with the school’s initials.

Financial statement summary

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

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About this report

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

Members of the school self-evaluation committee included:

Judy Playfair ~ Relieving Principal
Elizabeth Murray ~ Deputy Principal
Marilyn Felsch ~ Relieving Deputy Principal
John Bailey ~ Federation Representative
Trish Anderson ~ Parent Representative

A designated regional officer has provided guidance to the school during the self-evaluation process and validated the analysis of student performance data contained in this report.

Doug Cole
School Development Officer
Sydney Region

The school education director has endorsed the targets contained in this report, which will be used to facilitate regional planning and allocation of regional resources.

Debbie Hockings
School Education Director
Inner West School Education Area