2009 Annual School Report
Canterbury Girls High School

NSW Public Schools – Leading the way
Our school at a glance

Messages

Principal's message

2009 was a year of great success for all students at Canterbury Girls High School. Not only did 2009 see some outstanding academic results, but students also had an astonishing array of extra curricular opportunities available to them across the Creative and Performing Arts, Sport, leadership development, career development and community involvement.

A highlight of the year was the high level of staff/student harmony displayed in so many ways, every day. The high level of support from families, members of the community and community organisations is also noteworthy. In addition, the school's physical amenity was much improved in 2009 with some significant upgrade to facilities. There were multiple levels of success in 2009 for our students, and we look forward to even greater levels of student achievement in 2010.

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

Suzanne Holden, B.A; Dip.Ed; M.Ed.

P&C message

Welcome to all members and to those new parents. The P&C runs effortlessly due to the generous nature of its members and the time and energy that is put into each new venture. Our membership has slowly increased over the last six years and I can envisage this will only continue. Last year saw one major fundraiser and this was the annual Trivia Night. The original organising committee had such a streamlined running procedure that the night came together well and was enjoyed by all who attended.

The P&C participated in a community forum run by the council on recycling and sustainability; like the last few events we have been involved in we managed to attract the rain. Our second-hand bookstall was most profitable. The school was showcased favourably as it was viewed by many locals who were impressed by the physical space and the efforts of the school to be ‘green’.

The P&C is committed to supporting the Principal and teachers in ways which will continue to improve the quality of academic and pastoral care at Canterbury Girls High School, and further enhance its reputation for girls’ education in the inner west.

I would like to thank everyone for their support of Canterbury Girls High School in 2009.

Dimity Flowers
P&C President

Student representative’s message

Since our induction, we have regularly represented the school in the local and wider community, participating in the NSW Parliament House Youth Forum, the Sydney Region SRC conference which supported the State Conference’s theme of ‘Let’s Improve - Make the Move!’ and the Beyond 2010 Summit at Sydney University. Every term we attend the Central South Zone meetings where SRCs in this district meet as an opportunity to gain ideas and showcase what we’ve done.

Each year, a leadership day is held among the student leaders of the Canterbury Cluster. The SRC collaborated with Ms Cook, Deputy Principal of Canterbury Public School to host ‘Helping Others, Helps me’, a day focusing on community service held in Term 4 last year.

Within the school, our yearly ‘Tin Cans for the Exodus Foundation’, was a major success as students and staff donated non perishable tin cans of food to the homeless during the holiday season. We also assisted as tour guides for our school open morning and evening.

Our annual celebration of International Women’s Day consisted of making ribbons for staff and holding a DEAR assembly where our recently retired Deputy Principal Ms Playfair shared her testimony of her journey as an Olympian and educator. As well, SRC members attended the Zonta Women’s Club Breakfast.

Our charity fundraising projects this year included silver coin donations for Stewart House and for Lifeline, where girls wore their slippers or ugg boots to school to “Stress down” and was a way of supporting Year 12’s during their trials. Our main focus this year was for the Playfair Gym and by popular demand, we held a Mufti day themed in honour of Ms Playfair, an ex Olympian, and the late Michael Jackson which produced impressive costumes. Combined with selling food on parent teacher nights, we raised $770 which has gone toward a cross trainer.

However, with that said, after five years in the SRC, my experiences have taught me that it’s not so much as what you do, but who you do it with. I have had the honour and privilege of working alongside these enthusiastic members whom I
also call my friends. They remained committed even though most of the girls are involved in many other extra-curricular activities taking them to regional and state levels in dance, sport, band, choir etc. To sum up my feelings for these girls and the past year it’s simply this: I’m as proud as punch.

Ivy Tran, President

School context

Student information

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

Student enrolment profile

Enrolment data indicates that enrolments have been stable during the past five years, with a slight increase experienced during 2009.

Student attendance profile

Attendance data for 2009 shows that the school’s attendance rates are an improvement on 2006 - 2008, and are above both the region and state attendance rates.

Management of non-attendance

The school’s policy for managing non-attendance involves notifying parents of a student’s absence each day via SMS, weekly roll monitoring by Year Advisers and follow up with the Home School Liaison Officer. All partial non-attendance is addressed by senior executive staff. This strategic approach to the management of non-attendance has resulted in the school’s stellar student attendance rate.

Structure of classes

In Stage 4, a performance class operates to extend the skills and abilities of students with a strong interest in the performing arts. This has been an extremely successful initiative throughout the past two years and will be extended into 2010 and beyond. In addition to the performance class, designated ESL and STL classes operate in Years 7 and 8 to provide additional ESL assistance and learning support to students. All other students are placed into mixed ability classes.

All students in Years 7 to 12 are required to study English. In Stage 5, students must also study Mathematics, Science, History / Geography and PDHPE. At the midway point in the school year, Year 8 and Year 10 undergo a rigorous subject selection process in which they identify courses for study in the following year. Depending on the curriculum demands of the students involved, student subject selections determine the nature and number of elective subjects for Year 9 and 11 each year.

Retention to Year 12

There was a slight drop in the percentage of students progressing from Year 10 to Year 11, although this was due to an increased number of students undertaking apprenticeships and TAFE courses. The school retention rate remains higher than the state and School Education Group retention rates.
Post-school destinations

Year 12 students attaining HSC or equivalent vocational educational qualification

Ninety seven students undertook the HSC in 2009. Fifty five per cent of students received offers to enter University. Approximately twenty seven per cent of Year 12 students undertook vocational or trade training in 2009.

Staff information

In 2009, the school's two Deputy Principals retired and a new Deputy Principal was appointed. The appointment of a new Head Teacher Administration was the other change to the school's executive. Amongst the teaching staff, 2009 saw the appointment of new HSIE, ESL and PE teachers and a new Careers Adviser.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>NA</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>39</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>NA</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>NA</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>NA</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>62.6</td>
</tr>
</tbody>
</table>

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>64</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>36</td>
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</tbody>
</table>

Financial summary

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

Date of financial summary: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
<td>452,395.29</td>
</tr>
<tr>
<td>Global funds</td>
<td>407,469.36</td>
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<tr>
<td>Tied funds</td>
<td>142,469.57</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>406,649.77</td>
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<tr>
<td>Interest</td>
<td>19,057.13</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>53,516.60</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1,481,557.72</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>76,781.58</td>
</tr>
<tr>
<td>Excursions</td>
<td>112,837.43</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>99,706.19</td>
</tr>
<tr>
<td>Library</td>
<td>8,909.32</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>9,127.72</td>
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<tr>
<td>Tied funds</td>
<td>180,543.20</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>72,804.95</td>
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<tr>
<td>Administration &amp; office</td>
<td>135,878.34</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>81,522.78</td>
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<tr>
<td>Maintenance</td>
<td>46,272.39</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>49,821.87</td>
</tr>
<tr>
<td>Capital programs</td>
<td>166,172.59</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1,040,378.36</td>
</tr>
</tbody>
</table>

Significant community funds supported the development of the school’s physical resources in 2009. An outdoor covered area over the basketball courts was jointly funded by State Government funds and school savings; the Playfair Fitness Room was completed thanks to funds from the P and C, Year 12 2009, Student Representative Council, The Premiers Sporting Challenge and a lot of hard work from our two general assistants. In addition, 4 new Science laboratories were funded by the State government. New ceilings in 9 classrooms and significant painting work in the heritage building were completed. This was funded by the Commonwealth government's Building the Education Revolution Funding. Approximately $60,000 of school funds went towards electronic whiteboards to support the rollout of laptops to students and staff. In addition, the P and C supported the school with the purchase of a colour copier for student use in the Library and a flat screen TV for the Playfair gym.

A full copy of the school's 2009 financial statement is tabled at the Annual General Meeting of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.
School performance 2009

Achievements

Arts
An outstanding level of performance and participation across all years, elective courses in Music, Art, Dance and Drama and the Stage 4 performance classes characterised the school's progress in relation to the visual and performing arts. The school's MADD Night, the culmination of several lead-up events, is the premier arts event on the school calendar, showcasing exceptional achievement in drama, music and dance. Other key achievements in the arts include:

- Teams were entered in all years for the NSW Premier’s Debating Challenge. The Year 8 and Year 10 teams were both zone winners, and then state quarter and semi finalists respectively.
- Gabrielle Craven in Year 11 reached the semi finals of the NSW Plain English Speaking Award and was selected to represent all public schools in delivering the student oration at the Combined Schools ANZAC Memorial Service in Hyde Park in April. Gabrielle was also a member of the Regional Debating Team.
- HSC Drama candidates achieved their best results since 2000. Andriea Passos’s individual project for Drama was short listed for inclusion in ONSTAGE.
- Komal Prasad in Year 11 was runner up at the Rostrum Voice of Youth.
- A most successful exhibition of senior art major works was professionally displayed in the Cantabrian Hall.
- Teams were entered in both the intermediate and senior divisions of the NSW Theatresports Competition for high schools, with the school’s senior team reaching the quarter finals.
- The school’s Blue and Gold Dance ensembles performed at the Sydney Regional Dance Festival, Seymour Centre.
- Performances by the dance ensembles in the Education Week concert at Ashfield Mall, MADD Night, Dance Showcase Day and the School Spectacular.
- Successful performances by the School Band, including Anzac Day, Summer Hill PS Fete, Open Night, Education Week Concert, Canterbury Public School, Canterbury Hurlstone Park RSL Club.
- The formation of a partnership between the School Band and the band at Ashfield Boys High School which resulted in the combined bands playing at several performances throughout the year. A percussion Ensemble was also established.
- Sui Foung Fung in Year 9 was a state finalist in the Google 4 Doodle My Wish for Australia competition.
- Jocelyn Yoo in Year 11 earned a distinction in the Drawing course at the National Arts School.

Winner of the Michael Jackson Day Competition

One of an outstanding seven piece HSC Visual Art work by Susan Le, Year 12.
The school Choir enjoyed tremendous success in 2009, performing at numerous events including Sydney Region Opening of the School Year, Expanding Horizons Concert at the Sydney Opera House, Education Week Concert, Choral Concert in conjunction with Ashbury and Canterbury Primary Schools, Sydney Region Music Festival and School Spectacular.

Among the school’s talented music students, Aoi Hallam in Year 8 was in the State Wind Ensemble, Helen Eade in Year 10 was in the State Senior Singers, Xannie Gal in Year 7 was in the Regional Choir and Ruby Paredes in Year 8 was in the NSW Marching Band.

Sport
Canterbury Girls High School continues to excel in all areas of the sporting arena. A high level of enthusiasm consistently permeates girls’ participation in recreational, grade and representative sport. Some of the school’s more prominent achievements in Sport during 2009 include:

- Katelyn Power in Year 7 represented St George Zone in swimming at regional level.
- Eleven students represented St George Zone in athletics at regional level.
- Lydia Maiva (15 years) and Lauren Cazar (12 years) were both St George Zone runner – up athletics age champions.
- Mary Vlachos in Year 11 and Antonia Pilios in Year 11 and Christina Schwartz in Year 10 represented St George Zone at the Sydney East Girls Football Gala Day. Mary Vlachos was selected into the Sydney East Girls Football Team.
- The school participated in the FUTSAL Regional Championships, narrowly missing out on a position in the FUTSAL state championships.
- Ten teams were entered into the Sydney East Knockout competition. This competition involves nearly 100 of the school’s most talented students. The school’s best result was achieved by the volleyball team who made it through to the quarter finals.
- The school entered 41 teams involving nearly 400 students in the 2009 St George zone grade competition. Five of those teams won their respective competitions including 1st grade Volleyball, 2nd grade Volleyball, 1st grade Netball, U15 Softball and U15A Oz Tag.
- Two Year 11 students were awarded Sportswomen of the Year - Priscilla Taumalolo and Mary Vlachos.
- Darwin was the School Sport Champion House in 2009.

Enjoying Pirate Day at the Annual Swimming Carnival

Technology
The 2009 school year saw the expansion in the use of communication technologies to engage all students and teachers in quality teaching and learning.

The school underwent phase one in the installation of a wireless network, and had its Connected Classroom installed. The latter enabled video conferencing with a variety of learning spaces both nationally and internationally. Eight interactive whiteboards were also installed in the school. SMS continued to be used to inform parents and caregivers of a student's absence, and the expansion of the school’s electronic student information system
enabled the fast and efficient processing of student welfare information across the school.

Considerable resources were allocated to ensuring staff had the personal capacity to effectively integrate technology into teaching and learning programs. The distribution of laptops to all Year 9 teachers meant that a majority of teachers had access to the software and hardware needed to develop confidence and competence in the use of relevant technologies. Time was allotted on each School Development Day to enable teachers to align technology to quality teaching principles in teaching and learning programs. In addition, training was provided for all staff in the use of SMS software, interactive whiteboards, TALE and Moodle. Technology outcomes were included in the Semester 2 reports for all Year 7 and Year 8 subject areas, and from 2010 technology outcomes will be included in all 7-10 reports. Having all teachers report on the use of technology in their subject areas will further promote the integration of technology into teaching programs.

The distribution of laptops to all Year 9 students as part of the Digital Education Revolution provided a powerful impetus for engaging students in learning, and in expanding student repertoires of practice. Students also benefitted from the installation of new PCs in classroom C1 which were compatible with student laptops, and the installation of new printers in all computer rooms. The outstanding technology resources across the school are pivotal to the innovative teaching and learning practices which characterise learning at Canterbury Girls High School.

**Academic – NAPLAN, School Certificate and Higher School Certificate**

In the National Assessment Program for Literacy and Numeracy (NAPLAN), the results across the Years 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 the assessments.

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

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

In the School Certificate and Higher School Certificate, the performance of students is reported in performance bands ranging from Band 1 (lowest) to Band 6 (highest).

**NAPLAN**

**Literacy Year 7**

Year 7 NAPLAN Literacy results for 2009 were exceptionally good. Canterbury Girls High School had a greater percentage of students achieving in Bands 8 and 9 in reading, writing, grammar and punctuation than students at the State and Like School Group (LSG) average.

Students in Bands 4 and 5 received additional learning support in Term 4 and will be undertaking additional periods of literacy throughout Year 8.

**Numeracy Year 7**

Year 7 NAPLAN Numeracy results were also excellent, showing a greater percentage of students from Canterbury Girls High School achieving in the high performance bands – Bands 8 and 9 – than the LSG and State average. Conversely, a slightly smaller percentage of students achieved in the lowest performance bands than the State and like school cohorts.

Students in Bands 4 and 5 received additional numeracy support in Term 4 and will continue to receive additional support in 2010.
Literacy Year 9

Year 9 NAPLAN Spelling results showed the percentage of students achieving in the highest performance band was above the state and LSG average. This is an exceptional achievement. However, the percentage of students in the highest bands in reading and writing were below the LSG average. In addition, the percentage of students in the lowest performance band in spelling, reading and writing was also greater than the state and LSG average. Reducing the percentage of students in these bands will be an area for development in the 2010 school year. This will be achieved through the use of volunteer literacy tutors and support from ESL and STL teaching staff.

Numeracy Year 9

Year 9 NAPLAN Numeracy results show that the percentage of candidates in the highest performance band was below the State average but above the LSG average. The percentage of students achieving in the lowest achievement bands was greater than both the state and LSG average. Improving the percentage of students achieving in these bands will be a focus for the teaching of numeracy throughout 2010.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009

In Year 7 Literacy and Numeracy, the vast majority of students – over 90% - achieve at and above minimum standard. In Year 9 Literacy, more than 80% of students are
achieving at and above minimum standard. A continuing focus on literacy across all key learning areas and the implementation of the Multilit program should see this percentage increase in the coming two years.

### Percentage of Year 7 students achieving at and above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.9</td>
</tr>
<tr>
<td>Writing</td>
<td>96.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>94.6</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>94.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.5</td>
</tr>
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</table>

### Percentage of Year 9 students achieving at and above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80.7</td>
</tr>
<tr>
<td>Writing</td>
<td>81.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>83.5</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>80.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.1</td>
</tr>
</tbody>
</table>

**School Certificate**

School Certificate results for 2010 were uniformly excellent, characterised by an exceptional level of value adding across the three achievement bands.

In English Literacy, School Certificate results indicate that 20% of students achieved in the high performance bands (Bands 5 and 6), 49% achieved in the middle band (Band 4) and 28% achieved in the lower bands (Bands 1, 2 and 3). This was a significant decrease over the previous year when 49% achieved in the lowest three bands.

In Mathematics, 19% of students achieved in the high performance bands and 29% achieved in the middle band. This was a substantial improvement on 2008 when only 18% of students achieved in this band. Although 51% of students achieved in the lower performance bands, this was the smallest percentage to achieve in these bands in seven years.

A strong performance by high performing students in Science saw 28% of students achieve either a Band 5 or 6. This was the highest percentage of students achieving in these bands for seven years. Thirty-one percent of students achieved Band 4, while 41% achieved in the lower bands; the latter is the lowest percentage recorded as achieving in Bands 1-3.

**School Certificate relative performance comparison to Year 5 (value-adding)**

School Certificate data shows that students at Canterbury Girls High School experience value added results to much greater extent than students in their Like School Group.

Data also reveals that Canterbury Girls High School achieves a higher level of value added for students achieving in the high and middle performance bands in School Certificate Mathematics and Science than any other single-sex girls’ high school within a ten kilometre radius.

The outstanding value adding to student results is due to a relentless focus on quality teaching and learning by Stage 5 teachers and a consistently high level of application and engagement by students.

**Higher School Certificate**

HSC results for 2010 were the school’s best since the introduction of the new HSC in 2001.

97 students completed the HSC in 2009. Li Gu was Dux with an ATAR of 99.25. Three Year 12 students achieved first place in 3 courses across the NSW school system:

- Li Gu came first in Chinese Background Speakers
- Lily Nguyen came first in Chinese Beginners
- Ria Andriani came first in Indonesian Background Speakers.

Thirty-six percent of students attained high performance bands – Bands 5 and 6, an exceptional achievement. This was the highest percentage of students achieving in the high performance bands since the introduction of the new HSC. Equally pleasing was the fact that the school obtained its smallest percentage of students achieving in the lower performance bands – twenty-five percent - in this same period.

Twenty six students completed vocational courses in Accounting, Business services, Nursing, Hospitality and Children Services.
The school achieved results above the state average in the following HSC subjects: English as a Second Language, English Extension 1, Legal Studies, Mathematics Extension 1, Visual Arts, Chinese Background Speakers and French Beginners. Special note should be made of the school’s results in Legal Studies which have been significantly above the state average for the past 5 years. Credit should be given to staff and students for having worked exceptionally hard throughout 2009 to achieve these outstanding results.

The school was extremely close to the HSC state average in Biology, English Advanced, English Standard, Mathematics Extension 2, Chinese Continuers and Hospitality. Areas for future development identified by 2009 HSC assessment data include Chemistry, English Extension 1, Personal Development, Health and Physical Education, Society and Culture and Chinese Beginners. During 2010, the School will implement strategies for improving results in these subjects, including undertaking a faculty analysis of HSC results, providing increased support for appropriate student subject selection and the provision of additional support for Year 12 students through the Senior Learning Centre.

Aboriginal education

The school is strongly committed to improving educational outcomes for Aboriginal students. Key activities undertaken in relation to Aboriginal education include:

- The Term 3 School Development Day contained a session on the new Aboriginal Education and Training Strategy. All staff were required to reflect on implications for individual and whole school practice.
- School NAIDOC Week celebrations included a performance by an Aboriginal storyteller.
- Jessica Cox in Year 10 served as Chairperson in the Aboriginal Secondary Students Great Debate.

Multicultural education

Significant resources were allocated to ensuring the school’s culturally diverse population was comprehensively supported. Key initiatives include:

- A Bridging Course was introduced to support LBOTE students in the transition from Year Ten to the senior school.
- A Refugee Support Program was initiated to provide mentoring to refugee students by outstanding former refugee students.
- Following the establishment of a Chinese Community Liaison Officer (CLO) in 2008, a Korean CLO was employed in 2009 to provide additional support to Korean students.

Average HSC Relative Performance from Year 10 (value-added)

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School, 2009</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>School Average 2005 - 2009</td>
<td>0.0</td>
<td>1.0</td>
<td>2.0</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>-2.0</td>
<td>0.0</td>
<td>4.0</td>
</tr>
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</table>

Significant programs and initiatives
• A social support program for International Students undertaken in conjunction with Ashfield Boys High School.

• SRC initiative – Practising conversation English with new arrival students

Students on Tour in New Caledonia

• An eight day excursion to Noumea was undertaken in which students developed their understanding of New Caledonian culture.

Respect and Responsibility

Respect and responsibility are core values underpinning all relationships within the school community. All student leadership and participation programs seek to develop respect and responsibility, including mentoring, SRC and Prefects. The revised whole school recognition system gives additional opportunities to promote respect and responsibility. Programs which support student learning and behaviour such as LEAPS, Links to Learning, Rock & Water and Approaching Conflict Creatively are further examples. In 2009 the inaugural Day of Well Being was held as a focus for student well-being workshops, presentations and performances which conveyed strong messages about anti-bullying, anti-racism, resilience, personal safety and positive relationships.

In 2010, Stage 5 students will have the opportunity to participate in the Premier's Volunteering Project and the Regional Student Action Project, two initiatives designed to further develop the values of respect and responsibility.

Other programs

Recognition of Student Achievement

A new awards system to recognise and encourage student achievement and participation was introduced. Students were recognised for academic success, sporting and cultural achievements, leadership and citizenship. A significant number of students received a bronze or silver badge in recognition of their achievements.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of students achieving Bronze or Silver Badge</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>34</td>
</tr>
<tr>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>9</td>
<td>24</td>
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<td>10</td>
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<td>11</td>
<td>35</td>
</tr>
<tr>
<td>12</td>
<td>29</td>
</tr>
</tbody>
</table>

Leadership

The Student Representative Council and Senior Prefects continue to demonstrate an exemplary level of student leadership through their involvement in a broad range of programs, including Open Days, White Ribbon Foundation Student Leaders Day, Regional Director and School Education Director for a Day and Parent-Teacher evenings.
Environmental Education
The school continues to make advances in Environmental Education. Green Dear is an environmental student group that meets during DEAR four times a week. The students are a proactive group who take part in environmental initiatives throughout the year. In 2009, Green Dear were involved in ‘Clean up Australia Day’, ‘Plant a Tree Day’, ‘Tread Lightly Day’ and several environmental projects with Observatory Hill which included an electricity saving competition and assisting in an Ultra Eco Tour. In addition, the students attended an environmental debate at Riverview College on ‘Can Red Meat be Green?’. Canterbury Girls High School has already installed many eco-friendly features, including timers on lights and water tanks to provide for toilets and gardens. In the near future, further steps are being taken to keep Canterbury clean and green, including Solar panels and energy saving lights.

Progress on 2009 targets

Target 1
A retention Rate of 81%
Our achievements include:
Rigorous Subject Selection and Careers Education programs for Year Ten students in order to support effective transition into the senior school curriculum.
Enabling access to TAFE, Pathways and Work Experience programs to effectively cater for the full spectrum of senior student interests and abilities.
Provision of a flexible school timetable, including Period 0 and Period 5 classes and lesson free Tuesday afternoon, to allow attendance at TAFE. Such flexibility makes the option of senior schooling attractive for all students.

Target 2
Attendance rates 2009
Years 7 – 10 - 93%;
Years 11 – 12 - 91%
Our achievements include:
The Years 7-10 attendance was 92.5% and the Years 11 – 12 attendance was 92.35%. There was a significant improvement in senior school attendance.
Daily monitoring of student attendance and follow up of all students listed as not being in scheduled lessons by senior executive.
SMS to parents and caregivers on the morning of a student’s absence from school

A weekly examination of attendance rolls by Year Advisers, and ensuing follow up with Home School Liaison Officer in order to identify and support all students to experience full attendance.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of senior school support and bullying.

Educational and management practice

Bullying Survey

Background
In November, 2009, the School’s new Anti-Bullying Plan was implemented. One of the key tenants of the Plan is its evaluation on a yearly basis in order to measure its effectiveness in addressing the issue of bullying at a whole-school level. A survey was developed by the school’s
Student Welfare Team and issued to Years 7, 8, 9 & 11 in November 2009 in order to determine student perceptions in relation to bullying.

Findings and conclusions
An evaluation of surveys found that:

- The vast majority of students feel safe at school and within their year group.
- The majority of girls in the junior school feel they would be supported by the school if they were to experience bullying. However, there remains a need to build the confidence of senior girls in relation to this issue.
- While many girls feel confident enough to report the issue of bullying, it is evident that more work needs to be done by the school in ensuring all students possess the confidence to make a report.

Future directions
- The consistent implementation of the school’s Anti-bullying Plan across years 7-12, and the provision of regular updates concerning the Plan to school community members are critical factors in eradicating bullying at a whole-school level.
- Regular monitoring and evaluation of the Plan are needed to ensure its effectiveness in addressing the issue of bullying. Curriculum initiatives exploring the issue of bullying are essential in developing student understandings of the issue.

Senior School Support Review

Background
In Term 4, 2009 a review of senior school support was undertaken in order to ensure students would continue to remain engaged in education following the introduction of new school leaving age requirements. The Senior Learning Centre forms the basis for senior school support – a learning space which senior students are required to attend during all non face-to-face lessons, in which they are able to access assistance from a supervising teacher.

Findings and conclusions
- Interviews with staff and senior students found that the enhancement of the Senior Learning Centre to include explicit instruction in relation to issues such as study skills, time management and relaxation were pivotal to students achieving their personal potential in the HSC.

- The need for a specialist teacher with expertise in senior schooling was also identified by those surveyed.

Future directions
For the 2010 school year a specialist teacher will be employed to coordinate the Senior Learning Centre and to provide individual and small group support to senior students in relation to study skills, time management, relaxation and other issues pertinent to senior students.

Other evaluations

Parent, student, and teacher satisfaction
Their responses are presented below.

School Literacy Program
The development of reading and writing competence in students in 2009 was supported by the quality teaching focus in all faculty learning programs and assessment. In addition Year 7 writing skills were further strengthened in the Paragraph Power program. All students were taught the structure and grammar of effective paragraph writing and wrote paragraphs that described, explained or evaluated in the subject areas of English, HSIE, TAS and Science. Not only did writing quality improve across the program, but students were noted by staff applying their knowledge of paragraph structure when writing in other subjects and in other contexts.

Professional learning

All staff completed a professional learning plan during 2009 in which they reflected on professional growth throughout the year, and identified areas for development to be undertaken during 2010. Plans were collated in order to identify individual, group and whole school priorities for teacher professional learning.

A key theme identified in staff plans was the need for ongoing support in the area of technology. During 2010, professional learning funds will be allocated to release three staff with expertise in technology to coach other staff and build personal capacity in relation to embedding technology into teaching and learning programs.

School development 2010 – 2011

Targets for 2010

Target 1
Student retention rate of 82%
Strategies to achieve this target include:
• Provision of Senior Learning Centre with specialist teacher to support engagement with learning for senior students.
• Continued refinement of standards referenced curriculum and assessment across all stages and subject areas to promote student success in learning.
• Continued integration of sophisticated technologies into all faculty teaching and learning programs in order to maximise student engagement with learning.

Our success will be measured by:
Continued improvement in retention rates throughout 2010 and 2011.

Target 2
Student attendance rates of Years 7-10 at 94%; Year 11 – 12 at 92%
Strategies to achieve this target include:
• Continued monitoring of student attendance by senior executive and follow up regarding partial and whole day absences.
• Proactive intervention by the school’s Learning Support Team to identify students at risk of not achieving their full potential and provide necessary support.
• Implementation of proactive student wellbeing policies and programs to provide high level social support for all students and maximise their connection to school.

Our success will be measured by:
Ongoing improvement in attendance rates 2010 and 2011.

Target 3
Improved Value Added NAPLAN results for Year 7 2008 - Year 9 2010
Strategies to achieve this target include:
• Implementation of pedagogies to enhance student literacy and numeracy across all Key Learning Areas (KLAs).
• Provision of additional learning support in literacy and numeracy to all students who achieve in the lower achievement bands. Multilit, a reading program to improve reading proficiency developed by Macquarie University initiated during 2009, will be expanded during 2010.
• Continuation of a Year 8 Elective Literacy class to promote student competence and confidence in literacy for students requiring additional literacy support

Our success will be measured by:
Valued added data for Year 9 2010 in NAPLAN literacy and numeracy assessments.

Target 4
37% High Performance Bands in 2010 HSC
Strategies to achieve this target include:
• Targeted support to Year 12 students through the employment of a specialist teacher in the Senior Learning Centre
• Gifted and Talented Performance Class for Years 7 and 8 to develop student talents and giftedness
• Development of a whole school Gifted and Talented Education Strategy to ensure a strategic, whole school approach to addressing the needs of gifted and talented students is systematically implemented in all key learning areas.

Our success will be measured by:
The percentage of Year 12 students achieving Bands 5 and 6 in the 2010 Higher School Certificate.

Target 5
Aboriginal students’ outcomes will match outcomes of state student population
Strategies to achieve this target include:
• The development of a Personal Learning Plan for each Aboriginal student undertaken in conjunction with the student, a teacher and parent.
• Improved collaboration between the school, Aboriginal students and their families in order to enhance student engagement with learning.
• Whole school implementation of the Aboriginal Education and Training Strategy in order to enhance teacher capacity to address the individual learning needs of Aboriginal students.

Our success will be measured by:
Aboriginal students achieve NAPLAN, School Certificate and Higher School Certificate results that match or better the average performance of non-Aboriginal students.
About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: