2010 Annual School Report
Canterbury Girls High School

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

Messages

Principal’s message

2010 was a year of great success for all students at Canterbury Girls High School. Not only did 2010 see some outstanding academic results, but students also had an astonishing array of extracurricular opportunities available to them across the Creative and Performing Arts, Sport, leadership development, career development and community involvement.

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

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

Parents & Citizens message

The P&C at Canterbury Girls High School has increased steadily in numbers over the last few years. The membership consists of a group of generous parents and community members who are committed to supporting the students and teachers.

Our annual major fundraiser was a trivia night. The organising committee had such a streamlined running procedure the night came together well and are enjoyed by all who attended. It is a great community event. The P&C also supported MADD night and Theatresports by providing refreshments and using both events to raise money.

Last August in collaboration with a local art gallery we staged a photographic exhibition of the elective visual arts students’ works. The opening evening attracted a culturally diverse group of parents, supporters and students and the pride of the exhibiting students was palpable.

Several gardening bees have enhanced the beautiful grounds of Canterbury Girls High School which are maintained by Dave Ralph the school’s tireless GA.

The year ended with the band committee helping to showcase the band and music programme in a night event at Summer Hill. It was well received by participating students, parents and the local community.

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 that Canterbury Girls High School has a reputation for in the inner west. I would like to thank the committee and members for their tireless support and I look forward to continued association with the P&C.

Dimity Flowers P&C President

Student Representative’s message

The year of 2010. For the Chinese it was the year of the tiger, for executives and workers, the year of recovering from the GFC, but for the Canterbury Student Representative Council (SRC) students, it was a year of great participation and change.

After selecting our four office bearers, we began the year with a positive start. In the early days of March the SRC organised and ran the International Women’s Day assembly where we had special guest speakers and an inspiring PowerPoint presentation that assisted in raising awareness of the importance of being a woman and our imperative role in society.

The SRC also held the annual tin can food collection for the Exodus foundation, where we successfully raised more than a hundred non-perishable foods for the foundation, thanks to the many caring hearts of Canterbury Girls.

The SRC president represented the school as a Youth Peace Ambassador at the NSW Parliament House peace forum where issues relating to Australian law making were addressed for our knowledge. She was also elected as a Regional SRC representative at a State conference which has assisted in raising our school name in the community. SRC members raised the school’s profile by attending multiple conferences across Sydney that helped them to learn valuable
concepts in their leadership journey and raised issues that could assist the community.

Many SRC members raised issues throughout 2010 concerning the school environment, how they can make it a better place for people to feel safe and what we could do for the school. SRC representatives were also encouraged to participate in school service; many members attended open night where they assisted the school as tour guides for interested parents and future students of our school. They also held afternoon tea stalls during parent teacher interviews, providing food for hungry parents and teachers, to which all profits were contributed to the SRC fund for future school developments.

In August the SRC organised “Jeans for Genes” days to help raise awareness on genetic diseases where one in twenty children are born having some form of genetic fault. This was a highly successful cause that helped raise over $400. A quarter of the profits made was donated to the school for future initiatives, while the rest was sent to the Children’s Medical Research Institute.

Over the past four years, being in the SRC has allowed me to witness young girls growing into mature young leaders and as a young leader myself, I am proud and honoured to have worked with many inspiring young women who have great potential. Their commitment and dedication to not only the school but the entire community is admirable, and every SRC member should be commended for their hard work.

Debby Liman, 2010 SRC President

**Student enrolment profile**

The above graph indicates that student enrolments remain steady, an excellent achievement given the school’s close proximity to a number of selective and private schools. The fact that the school draws enrolments from a broad geographic area highlights the excellent reputation of the school within the community for comprehensively addressing the educational needs of girls.

**Student attendance profile**

Attendance rates for 2010 were well above the state average and on par with the region’s attendance average. This reflects the fact that the school is one which the majority of students are happy to attend and feel connected to.

**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 parents and 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 ongoing improved 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 four years and will be extended into 2011 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 in Years 7 and 8 are placed into mixed ability classes, except in Mathematics where from Year 8 on, classes are based on ability groups.

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

The proportion of students staying on till Years 11 and 12 from Year 10 was above the state average and extremely close to the region average.

Post-school destinations

60% of Year 12 went to University; 30 % entered TAFE or other training; 10% undertook employment

Year 12 students undertaking vocational or trade training

36% of Year 12 students undertook a Vocational education course at School in either Hospitality or Business Services. 8% of Year 12 students undertook Vocational education at TAFE in a variety of subjects. Two students completed School Based Traineeships- one with Qantas and one with NSW State Rail.

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></td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>39</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.3</td>
</tr>
<tr>
<td>Total</td>
<td>53.4</td>
</tr>
</tbody>
</table>

Staff retention

Two executive staff and one class room teacher retired in 2010. One teacher gained a merit promotion. One teacher transferred.

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>60</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>40</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. School funds in 2010 also supported the following capital projects:

Hospitality Infrastructure $26,709; Interactive White Boards $35,000; New Student Photo Copier $10,000; additonal Computers for the Library $6,000; Replacement furniture and Blinds $10,000 and Major Painting works $11,400.
Funds raised from International student enrolments paid for additional English Second Language teaching, additional staff for the Senior Learning Centre and employment of Community Liaison Officers.

Date of financial summary: 30/11/2010

Income

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
<td>441,179.36</td>
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<tr>
<td>Global funds</td>
<td>383,377.93</td>
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<tr>
<td>Tied funds</td>
<td>400,119.86</td>
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<tr>
<td>School &amp; community sources</td>
<td>0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>21,748.07</td>
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<tr>
<td>Trust receipts</td>
<td>49,101.85</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>1,559,318.34</strong></td>
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</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>105,121.91</td>
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<tr>
<td>Excursions</td>
<td>131,790.42</td>
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<tr>
<td>Extracurricular dissections</td>
<td>152,422.15</td>
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<tr>
<td>Library</td>
<td>20,871.88</td>
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<tr>
<td>Training &amp; development</td>
<td>23,579.11</td>
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<tr>
<td>Tied funds</td>
<td>269,691.85</td>
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<tr>
<td>Casual relief teachers</td>
<td>94,870.59</td>
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<tr>
<td>Administration &amp; office</td>
<td>145,834.93</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>95,531.05</td>
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<tr>
<td>Maintenance</td>
<td>55,738.69</td>
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<tr>
<td>Trust accounts</td>
<td>42,843.51</td>
</tr>
<tr>
<td>Capital programs</td>
<td>68,017.34</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1,206,313.43</strong></td>
</tr>
</tbody>
</table>

Balance carried forward: **353,004.91**

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

The year 2010 saw a level of excellence being achieved in state and national assessments, the Arts, Sport and a broad range of whole school programs designed to cater for the individual needs of students.

Achievements

Arts

Outstanding achievements in Music, Dance, Drama and the Visual Arts continue to characterise the School’s progress in relation to the Creative and Performing Arts. MADD Night was once again an outstanding showcase for the many gifted and talented performing arts students in the school.

Music continues to grow as an important key learning area in the school that caters to the demand of the local community. A number of key initiatives and opportunities exist within Music at CGHS, including a well established School Choir, String Ensemble, Percussion Ensemble and School Band. 2010 saw the development of a new School Orchestra, which grew out of workshops held at the CAPA camp in Stanwell Tops early in the year.

Music students from all years are able to access both small group and individual instrumental lessons on a weekly basis and students are provided with many opportunities to represent their school during performances within the community, including the Sydney Eisteddfod Band Competition and a Christmas concert in the Summer Hill piazza. HSC results in Music were outstanding with 75% of the Year 12 Music class achieving a Band 6.

The school’s Blue (Years 9-11) and Gold (Years 7-8) Dance Ensembles performed at the Sydney Region Dance Festival, MADD Night, Education Week and the Schools Spectacular, combining with dance groups from other schools in a performance entitled ‘Moving Pictures’.

In the Visual Arts: a photographic exhibition of Stage 4 and 5 elective Art students was held at Red Door Gallery in, Summer Hill during August; a senior students art exhibition was held in September as part of the MADD night celebrations; and an exhibition of HSC students works was held at Hazelhurst Regional Art Gallery throughout December and January as part of the ‘Art Rules’ program.

In Drama, the school held performance nights for both Year 10 and Year 12 Drama classes. The Year 9 Drama class presented a performance of Dr Seuss to students at Canterbury Public School, while another of the Year 9 Drama students, Kasey Clarke appeared in the play Desiree Din and the Red Forest at the Wharf theatre by Sydney Theatre Company. A highly successful Theatresports competition was held during the year with junior, senior and staff Theatresports
teams all competing. The close of 2010 also saw the commencement of auditions for Skellig, the school’s major drama production for 2011 coordinated by Ms Marquet, and undertaken in conjunction with Ashfield Boys High School.

**Sport**

The School implemented a broad range of sporting programs to cater for the diverse sporting talents within the student population.

Key sporting achievements for 2010 included:

- Aquatics program for Stage 4 students promoting water safety and life-saving skills
- Grade sport - 380 students competed in grade sport teams throughout 2010 in mini soccer, table tennis, volleyball, oz tag, softball, basketball, netball and soccer.
- Summer grade sport – 21 teams entered the competition; three made it through to the grand final; 2nd grade volleyball won their grand final.
- Winter grade sport – 29 teams entered the competition, 10 made it through to the grand final; 1st grade volleyball, 13A Netball and 13 basketball teams won their grand finals.
- Weekly Recreational sport - Included lawn bowls, gym, yoga, dance, tennis lessons, power walking, cycling and ice skating.
- Knockout sport - 10 teams were entered in the Sydney East Knockout sport competition including Lawn Bowls, Soccer, Netball, Basketball, Table Tennis, Touch Football, Softball, Volleyball and Tennis with varying success.
- Knockout Volleyball team made it through to the quarter finals.
- Bulou Waqaliva, Year 9, was selected into the Sydney East Regional Volleyball team which competed at the State carnival in Armidale.
- Three whole school carnivals were held during the year – swimming, cross country and athletics. Canterbury GHS competed in the St George Zone swimming, cross country and athletics carnivals. The winning House for 2011 was Canberra.
- Lydia Maiva and Courtney Mahoney represented St George zone at Regional level in Athletics
- Jessica Taumalolo, Year 11, was Sports Woman of the Year.

**Technology**

Technology continued to be a whole school priority throughout 2010. Key initiatives in technology throughout the year included:

- Finalisation of wireless network installation within the school; wireless network now provides access to the Internet in all learning areas.
- Installation of an additional 6 interactive white boards; this has lead to increased availability/use of these to support teaching and learning across the school.
- Installation of PCs in Room A14 - replacing aged Mac computers; resulted in increased capacity to cater for the increasing demands for access to technology across the school.
- Network Manager employed by the school one day a week; the school’s computer network has been standardised across the school; there is the efficient working of computers throughout the school. The Network Management is supported by Ms E Samsa – Computer Co-ordinator.
- Commissioning/distribution of DER Laptops; Students in Years 9 -11 have daily access to a learning tool that enhances engagement in learning.
- School Development Days in 2010 continued to promote teacher confidence and skills regarding the integration of technology into teaching and learning programs.

**Academic**

In the National Assessment Program, 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 these 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 Performance Band 1 (lowest) to Performance Band 6 (highest).

**Year 7 NAPLAN**

The percentage of students below national minimum standards was extremely small: 3% in Reading; 1% in Writing; 4% in Spelling; 5% in Grammar and Punctuation; 4% in Numeracy.

At the same time, the percentage of students achieving in the highest bands (Proficient) was exceptionally good: 34% in Reading; 29% in Writing; 39% in Spelling; 31% in Grammar and Punctuation; 22% in Numeracy.

**Percentage of Students in Highest Achievement Bands**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>34%</td>
</tr>
<tr>
<td>Writing</td>
<td>29%</td>
</tr>
<tr>
<td>Spelling</td>
<td>39%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>31%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>22%</td>
</tr>
</tbody>
</table>

In terms of mean (average) performance scores, the school was above the state average in Writing, Grammar and Punctuation and Spelling, but below in Reading and Numeracy. Given the school’s diverse population comprising local students, out of area students, refugee students, international students and a majority of students from language backgrounds other than English (LBOTE), it is more useful to examine overall school growth to gauge the effectiveness of the school’s performance in relation to NAPLAN.

**School Growth**

School growth refers to the level of improvement in student results from their last NAPLAN assessments undertaken 2008. In all areas of literacy and 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 in the state, region and local school education group. This reflects not only the high quality teaching and learning at Canterbury Girls and its partner primary schools, but the effective transition programs which enable girls to move from Year 6 to Year 7 without disruption to their learning.

**Future Directions**

The Year 7 Performance Class will continue into Year 8 in 2011 to further extend the skills of gifted and talented students in literacy and numeracy. A priority in whole staff professional learning for 2011 will be enhancing staff expertise in relation to gifted and talented education to ensure the individual needs of gifted and talented students are effectively addressed.

Targeted support will continue to be provided for students achieving below their personal potential. Support for Year 8, 2011 will include the provision of an elective literacy class, targeted numeracy support, the operation of the Multilit reading program, STL and ESL classroom support and the Mercy Connect tuition program to assist refugee students. In addition, a review of Year 8 teaching programs was undertaken at the end of 2010 to address areas of student underperformance in 2010 NAPLAN.
A small percentage of students were below national minimum standards: 7% in Reading; 6% in Writing; 6% in Spelling; 9% in Grammar and Punctuation; 5% in Numeracy.

The percentage of Year 9 students placed in the highest achievement bands (Proficient) for 2010 was substantial: 18% in Reading; 16% in Writing; 33% in Spelling; 25% in Grammar and Punctuation; 21% in Numeracy.

In terms of mean (average) performance scores, the school was above the state average in Writing and Spelling, but below in Reading, Grammar and Punctuation and Numeracy.
School Growth

School growth in Year 9 NAPLAN is more insightful than that for Year 7 in showing the effectiveness of Canterbury Girls High School to add value to student performance, as it compares the growth in student performance from Year 7 through to Year 9 at the school. In Numeracy, Reading and Writing, school growth exceeded growth at state, regional and school education group levels. In relation to Grammar and Punctuation, school growth was above the state and region but fractionally below local school education group growth.

Listed below are the growth rates for students from Year 7 in 2008 to Year 9 in 2010 in the five areas assessed by NAPLAN:

Reading
NSW Average Growth Girls 40.75
Sydney Average Growth Girls 39.17
CGHS Average Growth 49.54

Writing
NSW Average Growth Girls 33.33
Sydney Average Growth Girls 28.97
CGHS Average Growth 43.12

Spelling
NSW Average Growth Girls 37.14
Sydney Average Growth Girls 40.97
CGHS Average Growth 49.62

Grammar
NSW Average Growth Girls 45.83
Sydney Average Growth Girls 48.06
CGHS Average Growth 58.11

Numeracy
NSW Average Growth Girls 40.69
Sydney Average Growth Girls 38.71
CGHS Average Growth 48.7

School growth reflects the diligence of the student population at Canterbury Girls, the expertise of the school’s experienced staff and systems / structures which enable a sustained focus on quality teaching and learning.

Future Directions

A focus for 2011 will be to increase the percentage of students achieving in the highest bands in Reading and Writing. The school in co-operation with Bankstown Youth Development Corporation has a Writer-in Residence to work with Stage 5 students in 2011 to extend the school’s talented writers. Revising Stage 5 teaching programs to better meet the needs of gifted and talented Stage 5 students will be the focus for the end of year school development days.

Learning support will continue to be provided to students not achieving to potential in literacy, numeracy, and Stage 5 students will continue to have access to Multilit and Mercy Connect programs.
ESSA

Essential Secondary Science Assessment (ESSA) is a statewide Science assessment program based on the NSW Science 7-10 Syllabus and undertaken by all Science students in Year 8.

The NSW Government sets performance standards for all Year 8 Science students in NSW. All students in Year 8 are expected to achieve a band 4 level. The performance of students from Canterbury Girls High School in the 2010 ESSA was extremely good.

Over the last 3 year Canterbury Girls High School had shown a marked improvement in overall achievement and knowledge and understanding, with a greater percentage of students achieving in Bands 4 and 5 and fewer students achieving in the bands 1, 2 and 3.

Students from Canterbury Girls High School had shown a major improvement in their ability to demonstrate skills in Working Scientifically. More students are achieving at or above the state average compared to 3 years ago, with a significant rise in the number of students achieving a Band 4.

Canterbury Girls High School has fewer students achieving in the lower bands for the extended response. However, the percentage of students in these higher bands is below the state average. Increasing the percentage of students in these bands is being addressed by specific teaching of text types and support from ESL and STL teaching staff. During 2011, the Science Faculty will be working with an ESL consultant to help address the needs of ESL students.

School Certificate

While the Year Ten cohort in 2010 was not as strong overall as the 2009 cohort, the level of growth experienced by students was greater. And, some areas, there was an increase in the percentage of students achieving in Band 6, the highest achievement band. In Literacy and Geography, there was a smaller percentage of students achieving in the upper performance bands than the previous year, and a greater percentage in the lower performance bands. However, in Mathematics, Science and History, there was actually an increase in the percentage of students achieving in the upper performance bands. Conversely, there was also an increase in the percentage of students achieving in the lower bands. In Computing Skills, there was a decrease
in the percentage of students in the highly competent band, but no students were placed in the lowest performance band, an improvement over 2009.

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

Value adding for School Certificate 2010 showed outstanding growth by students in all areas, and in all performance bands. In Literacy, the level of student growth exceeded that for the preceding two years in lower, middle and higher performance bands. In Mathematics, the level of growth for students in the higher performance bands was a significant improvement upon 2009 and 2008, although growth for students in the middle and lower performance bands was less than the previous year. In Science, Computing Skills, Geography and Australian History, Civics and Citizenship, the level of growth for students in the upper and lower performance bands was greater than for 2009, while the level of growth for student in the middle band roughly equivalent.

Higher School Certificate

The school achieved a number of outstanding results in the 2010 Higher School Certificate.

The school performed above the state average in English Extension 1, English Extension 2, Legal Studies, Mathematics Extension 1, Modern History, History Extension 1, Music, Chinese Background Speakers and French Beginners. These results indicate that the school is continuing to do an exemplary job at catering for the learning needs of high performing academic students.

The school was very close to the state average in English as a Second Language, Advanced English, Economics, and Visual Arts, and increased the number of high performing students in these areas. This is a most commendable achievement.

Areas for attention in 2011 include Community and Family Studies, Drama, Personal Development, Health and Physical Education, Physics, Society and Culture, Studies of Religion and Textiles and Design, where students performed below the state average. The school is currently examining possible reasons for some students’ under-performance in these subjects and developing strategies for improvement. HSC subject selection processes will also be reviewed as part of this reflection process.

In comparison to the 2009 Higher School Certificate, the school increased the number of students achieving in high performance bands (Bands 5 and 6) in Ancient History, Business Studies, Economics, Advanced English, English as a Second Language, English Extension 2, Mathematics Extension 2, Music, Chinese Background Speakers, Japanese, Accounting and Hospitality.

The school is developing strategies to decrease the number of students achieving in lower performance bands (Bands 1 and 2) in Business Studies, Standard English, General Mathematics, Textiles and Design and Biology. It is intended
that in the 2011 Higher School Certificate, there will be a substantial improvement in student performance in these subjects from the lower to middle performance bands (Bands 3 and 4).

Improving Stage 6 learning outcomes for students will be a priority for whole staff professional learning throughout 2011, and the focus for at least one school development day.

**A Higher School Certificate relative performance comparison to School Certificate (value-adding)**

The previous graph shows that in terms of students achieving in the higher and lower performance bands, the level of growth experienced by 2010 HSC students exceeded both the level of growth for students at the school generally in the period 2006-2010, and for students in the local school group. This is an exceptional achievement, of which all students and staff should be extremely proud.

**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 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: 96.8</td>
</tr>
<tr>
<td>Writing: 98.9</td>
</tr>
<tr>
<td>Spelling: 95.7</td>
</tr>
<tr>
<td>Punctuation and grammar: 94.7</td>
</tr>
<tr>
<td>Numeracy: 95.7</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: 93.4</td>
</tr>
<tr>
<td>Writing: 94.2</td>
</tr>
<tr>
<td>Spelling: 94.2</td>
</tr>
<tr>
<td>Punctuation and grammar: 91.4</td>
</tr>
<tr>
<td>Numeracy: 95.2</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Debating and Public Speaking 2010**

Canterbury Girls High School had a most successful year in debating and public speaking in 2010. The school entered teams in each year of the Premier’s Debating Challenge Competition, Year 7 through to Year 12, winning the zone in level of the challenge. The Year 11 and 12 teams in addition reached the regional quarterfinals. Carol Hoang, Year 10 and Lulu Lucas Year 9 were invited to audition for the regional debating team as a result of their outstanding individual performances in their zone debates.

Gabrielle Craven was highly successful in the state’s leading public speaking competition, The Sydney Morning Herald Public Speaking Competition. This competition is open to all schools across NSW. Gabrielle won the local, regional and semi-final levels of the competition and was one of six finalists in the state level of
the competition, where her prepared speech was considered the strongest on the day.

**Literacy Program 2010**

The following whole school literacy initiatives supported the development of independence in reading, writing and speaking for students in Stages 4 and 5 in 2010. Extending the skills of those who have ready achieved literacy competence, as well as supporting those who are yet to achieve that competence, was the focus of all these initiatives:

- **Support Teacher Learning** – 0.8, providing within class across the curriculum support and withdrawal programs for students with identified literacy needs.

- **English as a Second Language Teachers** - providing within class and parallel programs for students identified as Phase 1 and 2 ESL learners.

- **Mercy Connect** – the Volunteer Mentors program that supported students of refugee background in successfully accessing the curriculum.

- **Enrichment Days** – Stage 4. In Science and English Year 7 participated in two rich task days (Term 1 and Term 3), developing their skills in imaginative problem solving, team work as well as reading, writing and speaking in different contexts.

- **Writing Workshops with Bankstown Youth Development Corporation (BYDC).** Identified students in Years 9 and 10, gifted in creative writing, participated in a series of workshops in planning, writing, critically sharing and performing original narratives. Students critically evaluated each other’s writing and gained feedback from the professional writers/performers from BYDS who lead the workshops. The students were so successful that the BYDS will enlarge the project in 2011 with digital publication of the students’ work in ebook format and hold an evening of reader’s theatre at their new theatre in Bankstown in Term 3.

- **Literacy Elective Course Yr 8** – an intensive program of reading and writing skills for students identified as requiring support via the Year 7 NAPLAN test.

- **ESL Bridging Course** – This course supported the literacy and learning needs of ESL students entering Stage 6 in 2011. Run during the Yr 10 Work Experience, 20 students successfully completed the program.

- **Multi Lit Reading & Writing Program (STL and ESL + volunteers).**

- **Paragraph Power Writing Program** – Year 7 students enhanced their skills in writing coherent paragraphs in this program which had them writing paragraphs each week for a specific purpose in each of their core subjects and some electives, using the models, scaffolds and vocabulary banks provided.

**Mercy Connect**

Since May 2010, our school has benefited greatly from participating in the Classroom Connect Project, recently renamed Mercy Connect. The Mercy Connect Project is currently primarily funded by Mercy Works Inc and its aim is to provide additional academic support and mentoring to refugee students through private tutorials run by trained volunteers.

During 2010, most of the school’s refugee students have been extremely fortunate to have been supported by a team of four, highly competent volunteers who attend our school every Tuesday and Wednesday for three periods, each day.

During that time the volunteers, retired teachers themselves, conduct small tutorials of 2 to 4 students for the 13 participating refugee students who have significant needs. Their aim is to aid those students in completing homework and assessment tasks in most subjects and consequently help them to build confidence and self esteem. Both students and volunteers have reported that the Project provides opportunities for mentoring and the building of relationships between students and volunteers and allows access, ‘to one more person the students feel they can talk to.’
Multilit

The Multilit program works with students who, for various reasons, have not made appropriate gains with their reading, vocabulary development and speaking fluency. Students work directly with a teacher or volunteer tutor on a ‘one-to-one’ basis to improve their reading fluency. The program is then supplemented with a writing and comprehension course.

During 2010, all students progressed from Stage 1, comprising fourteen levels, to Stage 2, Level 4. This indicates the effectiveness of both tutors and students in achieving program outcomes.

The staff and students are very grateful for this assistance as significant improvement can been seen in the students’ development. Multilit will continue in 2011, with new students and our faithful volunteers.

Student Action Team Project

Canterbury Girls was one of six high schools in Sydney Region that participated in an action team project funded by the Commonwealth Government in relation to Values Education. The purpose of the project was to provide students with opportunities to investigate a range of concepts to empower them to make changes around an issue of concern through curriculum involvement, collaboration in learning and significant decision making.

Ten Year 9 students worked in collaboration with Ms Mawassi to develop an on-line video promoting an inclusive school community and an information card addressing racism. This video will be made available to newly enrolled students in order to provide them with a sense of the positive values underpinning the Canterbury Girls community.

Primary to Secondary Transition

The school continues to implement a rigorous program of support to facilitate the successful transition from primary to secondary school. Two Mathematics workshops were held in seven of the school’s partner primary schools to gauge the Mathematical ability of Year 6 students, to learn about their preferred styles of learning and to promote interest in Mathematics.

Four whole days involving workshops in English / Film-making, Mathematics, Science and Music were held for 80 Year 5 prospective students. The days involved girls working through a series of rich tasks in collaboration with high school staff. The days provided parents and community members an excellent opportunity to witness the broad range of programs offered to Stage 4 students at the school, and served to strengthen connections between the school and its partner primary schools.

The school also took part in the Number Crunchers competition, a numeracy program involving several hundred Year 6 and Year 7 students in Sydney Region working through mental computations.

Aboriginal education

The School has continued to progress in relation to Aboriginal education initiatives. An Aboriginal parent day was held at the school and facilitated by regional Aboriginal Education staff, in order to enhance parent involvement in the school. Parents subsequently played a critical role in the development of an Individual Education Plan for each Aboriginal student.

Support for senior Aboriginal students continues to be provided through the Norta Norta program, which provides students with three hours of individual tuition per week. Cheyenne Donohue, Year 12, was a recipient of a regional Deadly Award, and received her award from Olympian Ian Thorpe.

Respect for Aboriginal culture and identity continues to be developed through NAIDOC Week celebrations and through the school curriculum.

Multicultural education

A commitment to multicultural education underpins all school programs. Three full-time ESL teachers work across the curriculum to ensure teaching and learning programs are adjusted to better meet the needs of ESL learners. Chinese and Korean Community Liaison Officers provide targeted social support to students from Chinese and Korean speaking backgrounds. An International Students Program operates ensuring appropriate support is provided to the school’s 34 international students. A Senior School Bridging Course was implemented for the second year, providing significant assistance to students from language backgrounds other than English in the transition from junior to senior school.
Environmental education

Canterbury Girls has adopted a sustainability statement to direct future environmental learning and action at the school. As a consequence of this, it is intended that each faculty will conduct a KLA audit on learning for sustainability and sustainable resource management.

These actions will assist in preparing for the introduction of the Australian Curriculum which will include a mandatory perspective on sustainability.

Respect and responsibility

The school implemented a broad range of proactive social support focused programs in 2010 which promoted student action with regard to respect and responsibility. Key initiatives included:

- Lawyers Encouraging and Assisting Promising Students (Leaps), a workplace mentoring program involving Year 9 students receiving mentoring in study skills, goal setting and positive values in a professional workplace setting by practicing lawyers.
- Day of Well Being, an annual school event where each year group attends a study skills session appropriate to their Stage, hears a special guest speaker on motivation and self esteem, watches a drama performance on topics such as anti-bullying, anti-discrimination and positive relationships, and participates in a workshop on focus areas such as resilience, body image, safe partying and safe public behaviour. Fuzzy Agolley was an inspiring special guest speaker at the 2010 Day of Wellbeing.
- The school’s Anti-bullying Plan was introduced in late 2009, in accordance with DET requirements, to promote a safe, respectful learning environment for all students. As part of this plan, an Ant-bullying Agreement is developed by the Deputy Principal in collaboration with the relevant students to resolve the issue of bullying. In 2010, eighteen Anti-bullying agreements were undertaken, with additional strategies being required in only one reported case.
- Cybersafety and Wellbeing initiative involving the implementation of an eSmart Schools Framework. This framework was developed by the Alannah and Madeleine Foundation in order to educate school communities about the risks in using technologies and strategies for ensuring they remain cyber safe. Year 11 Technology students participated in workshops to develop activities related to the framework, and to produce materials to promote cyber safety within the school.

Progress on 2010 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 2010 Years 7 – 10 - 93%; Years 11 – 12 - 91%

Our achievements include:

The Years 7-10 attendance was 93.8% and the Years 11 – 12 attendance was 91.1%. 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.
Target 3
35% High Performance Bands HSC 2010

Our achievements include:

Our target was not achieved, with 30% of students attaining high performance bands.

Principal interviews with Year 12 each term in order to identify barriers to students achieving their academic potential, and to ensure that all support is made available to them.

Providing regular opportunities for Stage 6 teachers to access professional learning and to refine teaching programs in order to extend the talents and abilities of Year 12 learners.

Provision of a Senior Learning Centre which all senior students are required to attend during study periods and access teacher assistance where needed.

Target 4
Personal Learning Plans for all Aboriginal students

Our achievements include:

Aboriginal students and their parents engaged in cultural activities at the school which culminated in the development of Personal Learning Plans for the school’s Aboriginal students.

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 2010 Canterbury Girls High School elected to undertake one evaluation in relation to assessment (educational practice), and one evaluation in relation to engagement (curriculum).

Educational and management practice

Evaluating the effectiveness of school assessment. The school chose to undertake this evaluation through the English KLA as this was the one subject every student in the school undertook.

Background

As part of the school’s ongoing evaluation of quality teaching and learning, the English faculty conducted an appraisal of the assessment program used in Stages 4 and 5. This appraisal was undertaken in Term 3, 2010.

The English faculty sought to investigate whether there was a level of over assessment in their subject area and whether assessment tasks may have been unnecessarily complex and inaccessible for some students. Data used to test these perceptions and gauge the relevance, value and effectiveness of both the program content and teaching strategies, was gathered from students and staff in the following ways: 87 students (Years 7 – 11) were surveyed; 6 English teachers were interviewed at length, and 35 students in Years 9 and 11 were interviewed in focus groups. The questions used in these data instruments addressed attitudes to and the perceived value of English, likes and dislikes in subject content, preferred learning/teaching styles, successes and frustrations in learning/teaching and the effectiveness of assessment tasks as indicators of progress in learning.

Findings and conclusions

The overwhelming majority of students surveyed and interviewed highly valued English and mostly enjoyed what they learnt and how they learnt it. They felt well supported by staff in acquiring and developing literacy skills and felt their English classroom was a place where they could express themselves safely and with confidence. Staff also enjoyed and valued the English teaching program and felt that students generally participated with enthusiasm and demonstrated progress in their learning.

The vast majority of students and staff felt that the number of tasks in Stage 4 and 5 was appropriate, but that on balance there were too many analytical or critical tasks and insufficient opportunity to create original texts in a range of forms. Students and staff also felt that the majority of lesson time was taken in preparing students for these critical tasks, as opposed to developing a range of creative thinking and composition skills.

Students identified some tasks as too complex, despite the support provided by teachers. Staff also identified specific tasks, in Years 8 and 9 that contained too many components and placed too
many language demands on students, particularly ESL students.

**Future directions**

The assessment and teaching program was reviewed in Term 4 to ensure there is a balance between creative and analytical tasks for 2011. Tasks were modified in 2011 so that they are more accessible and students require less teacher support. Students will demonstrate learning more independently and have more class time for a greater range of composition activities.

**Curriculum**

Evaluating the level of student engagement in Mathematics was the focus for the 2010 curriculum evaluation.

**Background**

Surveys and interviews with students, staff and parents/caregivers were undertaken in order to ascertain the level of student engagement in Mathematics.

**Findings and Conclusions**

Interviews and surveys indicated the following strengths in relation to the teaching of Mathematics at the school:

- deep knowledge of Faculty members in relation to the teaching of Mathematics
- continued excellent value adding to student achievement in external assessments
- high retention rate of students choosing Mathematics in Stage 6
- teacher passion for subject and desire for students to enjoy Mathematics learning
- teacher social support for students and the establishment of trusting relationships with students
- reflection on pedagogies and methods for more effectively addressing individual student needs
- willingness of teachers to embrace interactive technologies and to embed these into teaching practices
- capacity of teachers to integrate practical, ‘hands on’ activities into Mathematics teaching

- continuity of faculty staffing promoting confidence in student learning.

Areas for development identified through the evaluation included the need to:

- investigate ways in which curriculum can be better paced so that large amounts are not rushed through in a short period of time
- explore ways to promote student resilience and persistence in Mathematics and, in doing so, enhance student confidence
- examine how to better incorporate curriculum differentiation within teaching and learning programs and address individual student needs
- consider ways to ensure continuity of learning for students involved in school extra-curricular programs
- revise teaching programs to increase opportunities for hands on, practical strategies, discussion and repertoires of practice which are engaging and which enable students to recognise the relevance of Mathematics to their lives in the real world
- develop opportunities for the faculty to identify relevant, newly emerging resources to support enhanced learning outcomes for students, and to integrate these in meaningful ways within teaching and learning programs.

**Future directions**

As a result of the evaluation process, it was agreed that the Mathematics faculty in 2011 would:

- explore ways to map curriculum more effectively to ensure content is not rushed. Faculty will also commit to differentiating Mathematics classrooms better to cater for the full spectrum of Mathematics learners i.e. effectively catering for students within the same class who require extension and those who have learning difficulties or who may need to revisit earlier stages in their learning
- regularly utilise letters, SMS and phone calls to recognise students who demonstrate persistence, resilience and improvement in Mathematics learning
• review teaching and learning programs to expand teacher repertoires of practice so as to better cater for the diverse learning styles of individual students and provide increased opportunities for problem solving and higher order thinking

• develop a Moodle site containing teaching resources, programs, unit overviews, lesson reviews etc which will facilitate continuity of learning for, and communication with, students especially those involved in extra-curricular programs

• consider ways to increase student connection to learning through the provision of a ‘voice’ in relation to teaching, learning, assessment and reporting in Mathematics and in making Mathematics relevant to their lives beyond school

• consider ways to formalise peer review within the faculty in order to validate strengths and share expertise

• explore opportunities for staff to be released to investigate emerging resources to support the teaching of Mathematics. Faculty will also consider ways to enhance connections with the School Librarian and other DET agencies (TaLe, CLI) to enhance knowledge and use of available resources.

Professional learning

In 2010, each teacher at the school undertook a Professional Learning Plan in which they identified professional learning goals for the year and the support required for achieving these goals. Professional learning activities, including school development days, were then designed to support the attainment of staff professional learning goals, as well as to support staff to meet DET and school identified priorities. Significant professional learning funds were allocated to releasing four staff with expertise in technology to mentor other staff in order to build confidence and skill acquisition in relation to technology.

School development 2009 – 2011

Priorities for 2011 include:

• Information and Communication Technologies
• Student Support

• Curriculum

Targets for 2011

The following are the identified school targets for 2011.

Target 1

A retention Rate of 80%

Strategies to achieve this target include:

• Expansion of VET and T-Vet options to students in Stages 5 and 6
• Continued supported pathways for non ATAR students
• Continued partnership with community programs to support potentially disengaged / at risk students.

Our success will be measured by:

• Percentage of students completing Year 12
• Percentage of students taking up VET and T-Vet options
• Stage 6 attendance rates.

Target 2

Attendance rates

2010 Years 7 – 10 - 94%; Years 11 – 12 - 92%

Strategies to achieve this target include:

• Weekly welfare team meetings monitoring student attendance
• Referral to HSLO for any student with less than 85% attendance
• Ongoing electronic and personal communication with parents regarding student attendance.

Our success will be measured by:

• School attendance data
• HSLO referral data
• SMS attendance data.

Target 3

35% High Performance Bands HSC 2011

Strategies to achieve this target include:

• Ongoing professional learning for staff in supporting students to achieve their academic
potential; catering for gifted and talented students

- Faculty analysis of state and national assessment data to explore ways of shifting students from middle to higher performance bands
- Continued support for senior students via Senior Learning Centre and Senior Coordinator to ensure learning and welfare needs of HSC students are comprehensively addressed.

Our success will be measured by:

- HSC performance data
- Percentage of students selecting higher level subject options which enable achievement in Bands 5 and 6 eg Advanced English
- Student value adding data from School Certificate to Higher School Certificate.

Target 4

**Personal Learning Plans for all Aboriginal students**

Strategies to achieve this target include:

- Undertaking activities to ensure Aboriginal parents and caregivers feel welcome within the school
- Promoting ongoing respect for Aboriginal culture and identity through school curriculum and programs
- Holding a special day for Aboriginal parents and caregivers to work with their daughters and teachers in the development of Personal Learning Plans.

Our success will be measured by:

- Attendance and retention of Aboriginal students
- Value added of Aboriginal students in state and national testing
- Participation of Aboriginal parents and caregivers in day to day to develop plans, and other activities promoting respect for Aboriginal culture and identity.

**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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