School context

Bec Merrick Year 12 with Prime Minister Julia Gillard at the filming of a special student Q&A

Student information

Student attendance profile

The school’s attendance rate continues to be above the state average, although marginally below the average for Sydney Region. The school continues to place significant effort into improving whole school attendance and ensuring each student attends school every day.

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 Head Teacher Welfare and follow up with parents. Serious attendance concerns are referred to the Home School Liaison Officer.

Truancy is addressed by the Deputy Principal and by the Sports Organiser in relation to truancy from Sport on Wednesdays.

Senior student leaders with Principal Sue Holden

Student enrolment profile

The graph below shows that the school has continued to maintain a very healthy enrolment pattern over the past five years in a highly competitive local area. Canterbury Girls is the first choice for many young women in the local government area, often in preference to private and selective high schools. The introduction of a Gifted and Talented Academic class in Stage 4 in addition to the established Performance Class has been in direct response to strong community commitment to Gifted and Talented education, and, along with extremely positive community ‘word of mouth’, has positively impacted upon the school’s enrolment profile.
Post-school destinations

In what was the School’s most successful year in terms of performance in the HSC, 72% of Year 12, 2013 candidates received offers to attend University in 2014.

Year 12 students undertaking vocational or trade training

Approximately 23 students out of a cohort of 108 undertook vocational training at TAFE in 2013. An additional 63 students undertook VET courses at school in Yr 11 and Yr 12. In addition, 4 Year 12 students – Sarah Ahmad, Madeleine Gill, Amy Murray and Dana Duke - undertook traineeships as part of their HSC. In Year 9, sixteen students completed a Certificate of Attainment in Retail Services during 2013.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>44</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>69.8</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There were no Aboriginal Staff members in 2013. There were 2 teaching staff retirements and one staff member permanently moved to a state office role.

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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>25%</td>
</tr>
</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>305207.90</td>
</tr>
<tr>
<td>Global funds</td>
<td>438789.32</td>
</tr>
<tr>
<td>Tied funds</td>
<td>144059.78</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>437958.70</td>
</tr>
<tr>
<td>Interest</td>
<td>13084.83</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>68849.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1407950.28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>136635.42</td>
</tr>
<tr>
<td>Excursions</td>
<td>99327.55</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>148202.43</td>
</tr>
</tbody>
</table>

| Library                      | 14296.35   |
| Training & development       | 8628.92    |
| Tied funds                   | 146046.65  |
| Casual relief teachers       | 75170.63   |
| Administration & office      | 142362.54  |
| School-operated canteen      | 0.00       |
| Utilities                    | 103162.07  |
| Maintenance                  | 54877.99   |
| Trust accounts               | 66506.33   |
| Capital programs             | 69111.84   |
| Total expenditure            | 1064329.15 |
| Balance carried forward      | 343621.13  |
School performance 2013

Throughout 2013, the school continued to excel through building on existing strengths in the areas of Academic Achievement, Sport, and the Creative and Performing Arts. In terms of academic success, the school achieved its best HSC results since the introduction of the new HSC in 2000. As ever, successful partnerships between students, staff and parents continued to be the bedrock upon which these fantastic achievements were built.

Year 8 Percussion Group in the Green Room at Sydney Opera House prior to a performance

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

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

NAPLAN Year 7

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

The percentage of students below National Minimum Standards was extremely small: 1% in Reading; 3% in Writing; 0% in Spelling; 7% in Grammar and Punctuation; 0% in Numeracy. The results in Spelling and Numeracy are especially pleasing, marking the first time that no student has been below National Minimum Standards in NAPLAN.

Conversely, the percentage of students achieving in the highest bands (Proficient) was excellent: 27% in Reading; 31% in Writing; 39% in Spelling; 34% in Grammar and Punctuation; 24% in Numeracy.

In relation to Literacy, the percentage of students achieving in the highest bands dipped slightly in comparison with the 2012 cohort, except in the area of Writing. In Numeracy there was a slight increase in the percentage of students achieving in the highest bands, from 23% in 2012 to 24% in 2013.

Percentage of Students in Highest Achievement Band

<table>
<thead>
<tr>
<th>Year 7</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>29%</td>
<td>27%</td>
</tr>
<tr>
<td>Writing</td>
<td>27%</td>
<td>31%</td>
</tr>
<tr>
<td>Spelling</td>
<td>46%</td>
<td>39%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>38%</td>
<td>34%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>23%</td>
<td>24%</td>
</tr>
</tbody>
</table>

In terms of Mean (average) performance scores, the school was above the average for NSW Public Schools in all areas of Literacy, and marginally below in Numeracy – 538.9 for Canterbury Girls; 540 for NSW Public Schools.
Given the school’s hugely diverse population comprising local students, out of area students, refugee students, international students and a majority of students from language backgrounds other than English (LBOTE), it is really more appropriate to examine overall School Growth as a barometer of the school’s effectiveness with regard to Teaching and Learning than to focus on average scores.

School Growth
School growth refers to the level of improvement in student results from their previous NAPLAN assessments undertaken in 2011. In the 2013 NAPLAN examination, the level of student growth exceeded the average level of growth by students at both a State level and a NSW Public School in all areas of Literacy and Numeracy except Reading, which was slightly below both. The level of growth in Writing should be noted - 34.0 for Canterbury Girls as opposed to only 19.3 for other public schools. This is an exceptional achievement.

Comparison of Student Achievement with other High Schools in the area
In the area of Literacy, the trend for student achievement exceeded that of other high schools in the area. This difference was most evident in the area of Writing; the school achieved a Trend Score of 545.0 which was substantially higher than the Trend Score of 523.1 for other high schools in the Inner West. This is a credit to the excellent literacy work being undertaken by partner primary schools as well as Canterbury Girls’ whole school commitment to improving the literacy skills of all learners. In the area of Numeracy, however, the trend for student achievement was below that of other high schools in the area.

Future Directions
The Year 7 Performance Class and Gifted and Talented Classes will continue into Year 8 in 2014 in order to continue to extend the skills of gifted and talented students in both literacy and numeracy.

Targeted support will continue to be provided for students achieving below their personal best. Support for Year 8, 2014 will include the provision of an elective Literacy class, targeted numeracy support, the operation of the Making up for Lost Time in Literacy (Multilit) reading program, STL and ESL classroom support and the Mercy Connect tuition program to assist refugee students. New teaching programs following a National Curriculum will address areas of student under-performance in 2013 NAPLAN. School Literacy and Numeracy Committees will continue to drive whole school improvement in these areas.

NAPLAN Year 9
The percentages of students Below National Minimum Standards are as follows: 1% in Reading; 3% in Writing; 0% in Spelling; 7% in Grammar and Punctuation; 0% in Numeracy. All areas showed a reduction on the percentage of students below minimum standards in comparison with the 2012 cohort, except in Grammar and Punctuation. The fact that the School had no student below National Minimum Standards in Spelling and Numeracy is an exceptional achievement.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage Achieving Above Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.1</td>
</tr>
<tr>
<td>Writing</td>
<td>89.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>89.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90.2</td>
</tr>
</tbody>
</table>

The percentage of Year 9 students placed in the highest achievement bands (Proficient) for 2013 was extremely good: 24% in Reading; 25% in Writing; 20% in Spelling; 19% in Grammar and Punctuation; 18% in Numeracy.
All areas showed a reduction in the percentage of students achieving in the highest achievement bands in comparison with the 2012 cohort except Writing. The reduction in Spelling was substantial, from 43% to 20%, and indicates a need for continuing support in this area.

**Percentage of Students in Highest Achievement Bands**

<table>
<thead>
<tr>
<th>Year 9</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>27%</td>
<td>24%</td>
</tr>
<tr>
<td>Writing</td>
<td>22%</td>
<td>25%</td>
</tr>
<tr>
<td>Spelling</td>
<td>43%</td>
<td>20%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>23%</td>
<td>19%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>22%</td>
<td>18%</td>
</tr>
</tbody>
</table>

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

**School Growth**

In all areas of Literacy, the average level of growth experienced by students at Canterbury Girls High School was greater than the average level of growth experienced by students for both the State (Public, Catholic and Independent combined) and NSW Public Schools. The level of growth in relation was Writing was 50.9 for Canterbury Girls as opposed to only 17.5 for NSW public schools. This is an outstanding achievement.

The level of growth in Numeracy was, however, below both the State and NSW public Schools, with a rate of 34.5 for Canterbury Girls and a rate of 41.6 for NSW Public Schools.

**Comparison of Student Achievement with other high schools in the area**

In the area of Literacy, the trend for student achievement exceeded that of other high schools in the area. In the aspect of Writing, the school achieved a Trend Score of 574.7 which was substantially higher than the Trend Score of 549.7 for other high schools in the area. This is an exceptional outcome. In the area of Numeracy, however, the trend for student achievement was below that of other high schools in the area.

**Future Directions**

A focus for 2014 will be to continue increase the percentage of students achieving in the highest performance bands. Additional Numeracy support will again be provided to extend students in the middle performance bands in Mathematics. New teaching programs in response to the introduction of a National Curriculum will aim to better meet the needs of all learners. Extension classes will continue to operate in English, Mathematics, Science and HSIE for Years 9 and 10.

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

**Higher School Certificate (HSC)**

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

The school achieved its best ever results from within the period 2004 to 2013 in the 2013 Higher School Certificate. Fifty-Five per cent of HSC students gained at least one High Performance Band, an outstanding achievement. The school performed above the state average in Drama, Economics, English Standard, English Advanced, English ESL, English Extension 1, English Extension 2, Food Technology, General Mathematics, Modern History, Music, Society and Culture, Chinese Background Speakers, French
Beginners, Korean Background Speakers and Retail Services. These results indicate that the school is continuing to do an outstanding job at catering for the diverse learning needs of students across a broad range of subject areas, though especially those subjects with a Humanities bent.

The school was within two marks of the state average in Ancient History, Business Studies, Legal Studies, History Extension 1 and Visual Art, a very pleasing achievement.

Areas requiring attention for 2014 include Community and Family Studies, Mathematics Extension 1, Mathematics Extension 2 and PDHPE where in each case the cohort performed significantly below the state average. The school will examine possible reasons for this and develop strategies for improvement. A positive caveat to note, however, is that in both Community and Family Studies and PDHPE, the number of students achieving in the High Performance Bands was an improvement over 2012.

In comparison to the 2012 Higher School Certificate, the school increased the number of students achieving in High Performance Bands (Bands 5 and 6) in Ancient History, Biology, Chemistry, Drama, Economics, English Standard, English Advanced, English ESL, Food Technology, Legal Studies, General Mathematics, Mathematics 2 Unit, History Extension, Modern History, PDHPE, Society and Culture, Studies of Religion, Visual Arts, Arabic Continuers, Japanese, French Continuers, Vietnamese Continuers and Korean Background Speakers.

Trend data for 2008 to 2013 shows an increasing trend of student achievement in the High Performance Bands and decreasing achievement in the Low Performance Bands (Bands 1 and 2). For the first time, the percentage of students in the High Performance bands is greater than the percentage in the Low Performance Bands, a tremendous improvement.

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

In terms of value-adding – the term used to explain whether students exceeded their expected level of academic growth in comparison with their performance in the School Certificate – the School achieved in the Large range for Lower and Middle achievement students, and in the Moderate range for Higher achievement students. This is an outstanding achievement and underscores that Canterbury Girls High School does an excellent job at enabling students to exceed their expected level of academic performance and achieve their personal best.

**Future Directions**

Each year, faculties interrogate the HSC Results Analysis Package (RAP) pertaining to their subject areas, and undertake curriculum adjustments for the coming HSC cohort. Time is allocated on a School Development Day each year to enable this important process to occur. In addition, all curriculum Head Teachers participate in a meeting with the Principal to plan HSC improvements for the coming year. Strategies to achieve improvement in the 2014 HSC include:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>37%</td>
<td>35%</td>
<td>33%</td>
<td>30%</td>
<td>36%</td>
<td>24%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>32%</td>
<td>40%</td>
<td>40%</td>
<td>42%</td>
<td>38%</td>
<td>46%</td>
</tr>
</tbody>
</table>
• Mentoring of HSC teachers by internal and external teachers with extensive HSC marking experience
• Increased use of modeling of exemplar responses to questions; joint deconstruction / construction between student and teacher
• Heightened use of student reflection following the issuing of feedback on assessment
• Effective study techniques that prepare students for possible responses to syllabus dot points
• Review of Year 11 programs to better integrate HSC learning demands / experiences
• Greater use of pre-testing to better track student progress and acquisition of key knowledge
• Revise 7-10 programs to identify HSC concepts and to ensure these are taught with appropriate rigour
• Increased use of ICTs to show real world applications and to cater more effectively for visual learners
• Classroom teacher interviews of HSC students to have them reflect on their learning and academic goals and identify ways of maximizing teacher support.

Creative and Performing Arts

The Creative and Performing Arts faculty at Canterbury Girls High school continued to extend the opportunities for students to partake in all areas of study and extra-curricular activity in 2013. Our major production ‘Sting in the Tale’ was outstandingly successful and entertained parents across three nights as well as students from our local feeder primary schools as they attended a matinee performance. Each production area saw an increase in the level of performance expertise in all arts strands. Money raised and spent from this whole school venture has been ploughed back into technical equipment and so the capabilities of technical production have been extended.

Once again our students have been encouraged to extend their skills and experience through participation in ensembles at the highest level. A number of students earned places in the Department of Education and Communities’ (DEC) Performing Arts Unit Ensembles. These included students selected for dance and singing in the School Spectacular, dancers selected for the Youth Olympics Opening Ceremony at the Sydney Entertainment Centre and Natali Vranjivkic became a member of the Senior State Dance Ensemble. Javiera Scarrett was selected to play in the NSW Symphony Orchestra and we also had students selected for the NSW Senior and Junior singers and for the Junior Drama Ensemble.

The school once again sent twenty students to Create High, a regional performance venture with our students participating in all areas of performance and production. The return visit of Chinese students as part of the Expanding Horizons, a DEC initiative to exchange cultural appreciation and knowledge, saw our students in conjunction with Chinese Students performing at
the Opera House. The Percussion Ensemble, Choral Ensemble and the Inner West Dance Ensemble performed on that occasion. The Percussion Ensemble returned to perform at the Opera House when invited to be part of the Sydney Festival of Instrumental Music. Visual Arts students presented their Major Art Works during the school’s Annual Art Exhibition which again proved to be a resounding success with the school community. Sharmistha Sakar in Year Twelve had her HSC Art work nominated for Art Express.

Showcase evenings in Music, Dance, and Drama enabled stage six arts students to present their work to an audience in preparation for examination. We again staged our talent quest in the form of the MADD concert as well as MADD night when parents were invited to see the work their students accomplished in the classroom. Preparation is underway in the Visual Arts department to offer students in Year Nine a Photography & Digital Media elective course in 2014.

The school’s highly successful Dance Ensembles continued to flourish in 2013. The Dance Ensemble and The Inner West Dance Ensemble performed at the Sydney Regional Dance Festival at the Seymour Centre under the guidance of Ms Reed. Ms Hunter encouraged our students’ participation in the ‘Bring it On’ Dance Competition at the State Sports Centre. We were state winners in this competition. In readiness for performance next year, the Senior and the Junior Drama Ensemble have been participating in after school workshops preparing for their performance of ‘Best Foot Forward’ in 2013.

In 2013, Music students had the opportunity of once again participating in the Kool Skools project. This competition encourages high school students to not only play musical instruments but also to compose their own music and to write their own lyrics. There was an enormous response to the competition, and fifty of our students successfully composed original music which resulted in their work being selected for recording at Megaphon Recording Studios in St Peters. The resulting thirteen tracks produced were recorded on the ‘Don’t Just Dream It Be It’ CD which was distributed broadly. The upgrading of music software is now complete and we have expanding the capacity for composition and arrangement capabilities across years 7-12 using Cubase and Sibelius. All Music ensemble students will be given an opportunity to attend an off-site Band Camp next year. Our school was selected as venue for the Kool Skoools Award Ceremony. We hosted other Sydney metropolitan schools in an evening of musicality culminating in an exciting award ceremony.

Theatre Sports continued to attract interest in 2013, as we ran an inter-school Theatre Sports Challenge in Term Four. The Junior and Senior Theatresports teams again participated in the NSW Schools Theatresports Competition. The two teams met their challenges with creativity and energy, with our junior team gaining second place in their local heat, an impressive fifth out of nine schools in the regional semi-final.

In Debating, the school entered teams in each level of the Premier's Debating Challenge for 2013, with our Year 7 team being zone winners. All teams were praised by adjudicators for their maturity, knowledge and skill. Another excellent public speaking performance was offered by Billie Cole Doyle, who represented the school in the Legacy Junior Public Speaking Competition.
Sport

2013 again saw many highlights being achieved in the area of Sport. Below is a summary of these:

- Three whole school carnivals were held during 2013 – Swimming, Cross Country and Athletics. The winning House for 2013 was Darwin.
- Canterbury Girls competed in the St George Zone Swimming, Cross Country and Athletics Carnivals. Jemma Nguyen, Monica Tanuse, Amy Tran (Year 7) and Emily Ketchell (Year 9) represented St George Zone at regional level in Cross Country. Amy Tran, Xanthia Marinelli, Lucy Melville (Year 7), Sharnee Dingwell, Emily Grubisa (Year 8) and Yasmin Atwani (Year 9) represented St George Zone at regional level in athletics.

- Jemma Nguyen was the St George Zone 12 Years Girls Swimming Champion for 2013 and Jenny Nguyen was the St George Zone 15 Years Girls Swimming Champion for 2013.

Throughout 2013, the School implemented a broad range of sporting programs to cater for the diverse sporting talents within the student population. Key sporting achievements for 2013 in the area of Sport included:

- Grade sport – Over 400 students competed in Grade sport throughout 2013 in mini soccer, table tennis, volleyball, oz tag, softball, basketball, netball and soccer. Summer Grade sport – 24 teams entered the summer competition; 12 teams made it through to the grand final; 6 teams won their grand final – 1st and 2nd grade volleyball, 15B mini soccer, 14B table tennis and 13A and 13B volleyball.
- Winter Grade sport – 25 teams entered the Winter competition, 12 made it through to the grand final; 4 teams won their grand final – 1st grade volleyball, 15A soccer, 1st grade table tennis and 14B table tennis.
- Weekly recreational sport - included lawn bowls, gym, yoga, dance, tennis lessons, power walking, Zumba, Circus, badminton, aqua aerobics and ice skating.
- Knockout sport - 11 teams were entered in the Sydney East Knockout Sport Competition including soccer, netball (both Open and U15 age groups, basketball (both Open and U15 age groups), table tennis, touch football, softball, volleyball and tennis with varying success. The Knockout volleyball team made it through to the semi-finals.
- Jemma Nguyen was the St George Zone 12 Years Girls Swimming Champion for 2013 and Jenny Nguyen was the St George Zone 14 Years Girls Swimming Champion Runner-Up for 2013. Amy Tran was the St George Zone 12 Years Girls Cross Country Champion for 2013 and Jessica Olrick was the St George Zone 16 Years Cross Country Champion Runner-Up for 2013.
- Jemma Nguyen broke the St George Zone record for 12 Years Girls 50m Butterfly.
- Manasik Siddig, Lauren Brett, Tara Brett, Alicia Ottogalli, Oriel Parfenow, Cleo Carreno, Lucy Melville and Katie Chung represented St George Zone at the Sydney East Girls Football Gala Day.
- Yasmin Atwani (Year 9) represented Sydney East Region in the Individual State Tennis Championships and placed third.
- Lauren Brett (Year 11) was Sports Woman of the Year.
- Jemma Nguyen (Year 7) represented Sydney East Region at the CHS Swimming carnival where she competed in several events.
- Jemma Nguyen (Year 7) was selected to compete in the 2013 All Schools Swimming Championships where she was entered in the 50m butterfly and placed 7th.
Other achievements

Numeracy

In 2013 Ms Gifford worked with groups of students from Years 7, 8 and 9 who were identified as having poor numeracy skills. Students were withdrawn from class and strategies were put in place to help these students develop a ‘best approach’ attitude to new and unfamiliar problems they are likely to encounter in all subjects across all KLA’s. Students were also kept up to date in these withdrawal classes with the current topic that the rest of their year cohort was working on in class.

Throughout 2013 many junior Mathematics classes had the opportunity to use a games based Mathematics program called ‘Manga High’ to practise and develop their mathematical skills. In September there was a state wide ‘Maths Challenge’ where students competed in a series of activities attempting to finish them with both speed and accuracy, whilst competing against other schools. Through the combined efforts of students from Year 7 to Year 10, Canterbury Girls High came 8th in the state.

Seventy two students from across all years sat for the Australian Mathematics Competition in August 2013, earning 2 High Distinction and 24 credits.

The school’s Numeracy Committee continued to meet twice a term, and in 2013 worked on developing a Peer Numeracy Mentoring Scheme in which the most able Year 9 and 10 Mathematics students would use Newman’s Analysis to help develop the numeracy skills of below benchmark Year 7 and 8 students. We hope to have this up and running in 2014 during DEAR time on two days per week.

Significant programs and initiatives

Aboriginal education

The school continues to take great pride in the achievements of its Aboriginal students, many of whom were involved in several successful initiatives throughout 2013.

Sharnee Dingwall, Ella Schofield, Madison Farell-Hodgetts and Jessie Simon-Fitzpatrick were involved as mentors of K-6 students in a Indigenous Peer Mentoring Project in collaboration with Canterbury Public School.

On Friday September 6, Sydney Region held its Deadly Kids Doing Well Awards at the Carriageworks in Redfern. The Awards recognised outstanding achievement by Aboriginal students in Sydney Region schools. Each school in the region was able to nominate one student who has excelled in terms of their performance at, or participation in, school. This year’s recipient of the Deadly Kids Doing Well Award from Canterbury Girls High School was Aaliyah Bradbury from Year 11. Aaliyah was one of only a small number of Year 11 students from within Sydney Region who was nominated for an Award, and is thoroughly deserving of the award.

Charlotte Edwidge and Emily Ketchell of Year 9 and Aaliyah Bradbury Year 11 participated in a week-long Production Skills Work Experience at Sydney Opera House at the end of Term 3 as part of a NSW Aboriginal Arts and Cultural Strategy to increase the participation of young Aboriginal people in the Performing Arts. The work experience program taught students about the processes that are involved in staging productions at the Sydney Opera House during the week when it presented Theo and the Lion. The students were among a very small number of select students chosen from Sydney schools to participate in the program. All three girls had a fantastic time during their week of work experience and did the school proud as two wonderful ambassadors of a school strongly committed to the Performing Arts.

The Norta Norta program continues to support senior Aboriginal students through the provision of individual support for Stage 6 students. An
effective partnership between the students, their family and the school is critical for the successful implementation of this program.

**Multicultural education**

The key strategy for supporting the learning needs of students from diverse cultural backgrounds is through the curriculum. Class structures for Years 7 to 10 ensure students with identified English as a Second Language needs are provided with targeted support. A Year 10 elective class operates to provide students newly arrived from Intensive English Centres with the language support needed to successfully navigate the Stage 6 curriculum, while a Senior School Bridging Course also operates for Year 10 students in Term 4 of each year. International students are supported by a school coordinator. Further support for students of CALD is available through our Senior Student Support Program and the Senior Learning Centre.

Initiatives to engage and support students from Pacific background were again implemented in 2013. Pacific background students again attended the annual Casula Powerhouse Arts Centre’s *Pacific emPowerment Program* in Term 3, where Pacific arts and culture were celebrated through the Navigation Pacifica exhibition. Cyber-bullying and youth legal issues were addressed in a Pacific nations context by presentations from the Federal Police and the Attorney General’s Office.

Efforts to engage Pacific background students in tertiary education included involvement in the UWS PATHE program and targeting students for the UNSW and USyd tertiary entrance programs. Barnados Reconnect ran an 8 week program supporting young women from Pacifica backgrounds to engage more fully in their families and communities.

**Respect and Responsibility**

Ongoing focus on respect and responsibility is embedded in the school through peer mentoring, Student Representative Council (SRC) and Prefect leadership initiatives. In 2013 CGHS ‘digital natives’ engaged with Earlwood Community Care during Seniors Week to teach about mobile phones, Facebook and internet. Student run weekly assemblies continued to provide a platform for student voice, as did the opportunity to engage in library and reporting evaluation processes. The transition of Year 6 into 7, Open Night school tours and regular school gardening bees were areas of school life to which elected student leaders again contributed.

Outstanding student leadership at a local level was shown by Green DEAR in their campaign to make Postcode 2193 Plastic Bottle Free. Scout Eastment represented the school in the Director-General for a Day initiative, while Sarah Kooray was a highly worthwhile nominee for the Marie Bashir Peace Award. Co-captain Manasik Siddig was the school’s nominee for Canterbury Youth Citizen of the Year, and was recognised in the Australia Day ceremony for Canterbury.

Lawyers Encouraging and Assisting Promising Students (LEAPS) is a workplace mentoring program which has run at Canterbury Girls since 2004. In 2013, LEAPS was highly successful in engaging 15 Year Nine students to improve and succeed in fortnightly workshops in the city law firms covering study skills, planning for success and the development of positive values.
Dimitra Jordan Yr 9 with her LEAPS mentor

The 2012 Week of Well Being was a highlight in the student welfare calendar with "Giving Back" the theme for the week. The weekly program again proved far more appropriate to foster attendance and participation. During this week, students were motivated by keynote speakers Ronni Kahn (OzHarvest) and Taga P’aa (The Voice), received a study skills session from successful HSC graduates through Elevate Education, and attended plays, workshops and presentations on resilience, anti-bullying, positive relationships and healthy lifestyles offered by Motivational Media, Young Australia Bamboo Theatre. Community agency WAYS were an addition to the 2013 program with useful workshops covering resilience and coping for adolescent girls.

Ivy Neale & Lily Shapiro, World’s Greatest Shave

Canterbury Girls participated enthusiastically in Wear it Purple 2013, the annual day of recognition and support for diverse gender identities and preferences. Year 12 student Mikaela Moxham was the organisation's MC at the official opening. Our rainbow cake stall made sufficient funds for a rainbow garden to be planned for planting in 2014. A pledge supporting tolerance and inclusion collected a multitude of signatures. The community Homework Centre initiative begun late in 2012 by St Paul’s Church continued on Thursday afternoons, providing tutors, wireless internet access for student laptops, and afternoon tea from 3.30 – 5pm weekly.

The Premier’s Student Volunteering program was again offered to Stage 5 during 2013, with growing numbers of students participating in many community-based volunteering placements to gain recognition for their service. A highlight of this year’s volunteering was collaboration with local Legacy organisers to contribute to Legacy Day.

Ruby Paredes, Tallulah McKinnon-Maule, Mikaela Moxham, Bec Merrick & Casey Clarke, Wear it Purple Day

Mercy Connect

For the past four years Mercy Connect has been an integral part of our school community. Committed volunteers have continued to assist refugee students every Wednesday with completing homework and assessment tasks. This assistance has enabled students to become more confident in their studies and in most cases, to meet stage appropriate outcomes. At the same time, volunteers have been successful in building strong, long-lasting relationships with the participating students by being positive role models and by taking a genuine interest in the lives of these students. Our school is very proud of the level of dedication of our volunteers who very often are able to encourage the students to perform to their best of their ability and as a result, manage any potential behavioural problems.
In 2013, the Mercy Connect Program involved three volunteers and 9 students in Years 8, 11 and 12. Most students were taught individually or in pairs if they were in the same Year and needed assistance in the same subject area. However, the Program also incorporated some periods of team-teaching. The feedback from this new approach was positive although there were times when some volunteers and students preferred the individual tuition at the comfort of the library seminar rooms. As we approach the end of the school year we would like to thank our volunteers for their tireless efforts and invite them to assist our students once again next year.

Environmental Education

During 2013, Canterbury Girls High School continued its commitment to helping the environment and developing more sustainable practices. Across all KLA’s an emphasis was placed on integrating the themes of Environmental Awareness and Sustainability, while in all areas of school participation, efforts were made to reduce any environmental impact by improving the school’s environmental amenities.

As part of the school’s commitment to a more sustainable future, the Green ambassadors of the school, Green D.E.A.R, also engaged in numerous activities and projects concerning environmental awareness. Throughout the year, the group added to, and maintained the school’s edible garden, facilitated a compost program with the School’s canteen and Food Technology department and participated in both Clean-Up Australia Day and World Environment Day. In addition to these core duties the student members of Green D.E.A.R were provided with several opportunities to apply and develop their leadership skills. This included participation in the Australian Youth Climate Coalition’s ‘Start the Switch’ workshop, meeting with David Suzuki to discuss issues within Australia’s Environment and representing the school at the Wests-Ashfield 2013 Community Citizenship awards.

Of most significance within our 2013 environmental action, however, was the implementation of the school’s ‘2193 Plastic Bottle Free’ Campaign. Through a partnership with the Sea Life Conservation Fund, the school was provided with a new refillable water bottle fountain and a large donation of reusable water bottles. In return, the school community embraced the initiative of becoming ‘plastic bottle free’, removing all water for sale at the canteen and engaging in a campaign of environmental awareness. Countless posters were created, a giant mural and art installation was erected, there were announcements made and competitions run. Environmental partnerships were also established with Canterbury Girl’s neighbouring schools and the wider community in the hope that everyone could share in this initiative together.

To date the ‘plastic bottle free’ commitment has been a huge success, with all schools within the 2193 post code installing their own refillable fountains and pursuing similar plastic free policies in their respective canteens. Green D.E.A.R also received individual recognition for its role in both community participation and environmental action, winning the 2013 Wests-Ashfield Secondary Schools’ Community Citizenship Award.
Despite this being the first stages of our plastic free initiative, all of Green D.E.A.R’s work has resulted in a growing awareness both in and around the school to the difference that can be made. This fact was especially highlighted when our Green D.E.A.R members decided to take a stand against the Coke-a-Cola Amatil company for its opposition to a Cash for Containers scheme. With this national issue being directly related to the school’s own campaign to reduce plastic bottles in the environment, it seemed reasonable that a contribution was made. As such, a petition was circulated to remove Coke products from the school and with the support from our Principal and P&C this was achieved the week after raising the issue.

To the group and School’s surprise, this small action made big impressions, being broadcast on the ABC News24 and 702Radio as well as appearing in several separate articles in the Sydney Morning Herald. People from all levels of society and from all over NSW wrote to the School, applauding and supporting the stand taken.

Technology

Moodle

The consolidation of Moodle across all Key Learning Areas has been a teaching and learning priority for 2013. A focus on the implementation and active utilisation of Moodle in all faculties across the school has been embedded into professional learning sessions on School Development Days. School professional development funds have continued to support the development of teacher skill in relation to technology, and school development day sessions have continued to provide opportunities for faculties to work collaboratively on the development of Moodle.

Bring Your Own Device Program

In 2014 the school will be implementing a ‘Bring Your Own Device’ (BYOD) program to replace the Digital Education Revolution student laptop program that concludes in 2013. The BYOD Program will require all students in Years 7 - 9 to bring their own computing device to school each day. The planning in 2013 that has been undertaken by CGHS for this transition includes:

- conducting an online survey of parents to assist the school with planning for 2014.
- establishing personal computing device specifications that will be recommended by the school to identify the minimum system requirements/ hardware specifications for student devices and also offer guidance on some suggested makes and models so that parents are fully informed about requirements to ensure that each student’s BYOD enhances their learning.
- developing program policies and procedures including the BYOD User Charter which sets out the responsibilities and expectations for use of the personal device at Canterbury Girls High School.

Canterbury Girl High Social Media

During the year Canterbury Girls created two Twitter accounts to enhance communication:

- @GirlsCanterbury is the official daily twitter that keeps students, families and our community up to date on the latest events, news and information.
- @GCanterbBYOD enables CGHS students and their families to read about the latest research, make a comment or ask questions about BYOD and its implementation at Canterbury Girls.

School planning and evaluation 2012—2014

Progress in 2013

School priority 1

Literacy

Outcomes for 2012–2014

- Improved staff capacity in teaching students with ESL needs.
- Improved learning outcomes for all ESL learners.

2014 Targets to achieve this outcome include:

- No Band 5 in Year 9 Reading
- 70% of students achieve expected growth in Reading

Evidence of progress towards outcomes in 2013:

- Six students achieved Band 5 in Reading
- 67.1% achieved expected growth in Reading;

Strategies to achieve these outcomes in 2014
• Targeted support for ESL learners including the establishment of an ESL focused class with additional support
• Consolidation of TELL training and additional professional learning for staff in meeting the learning needs of ESL students.

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

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

Evidence of progress towards outcomes in 2013:
• In 2013 NAPLAN, Year 9 Numeracy results were not as strong as for 2012. There were fewer students in Bands 8-10 than in 2012, and an increase in the number of students in Bands 5 and 6.

• Professional learning for all staff by State Mathematics Consultant in Numeracy was undertaken at the end of 2013 to try and address lack of growth in Numeracy.

Strategies to achieve these outcomes in 2014:
• Targeted Numeracy support to middle band students in Stage 5.
• Numeracy Committee to continue to support the teaching of Numeracy across all KLAs.
• Whole school events such as Numeracy Week continue to promote student engagement with, and interest in, Numeracy.

School priority 3
Curriculum & Assessment
Outcomes from 2012–2014
Establish and embed curriculum and assessment rigor for Stage 4 Gifted and Talented program
Implement National syllabus changes through a Quality Teaching lens
Implement RoSA changes.

Evidence of progress towards outcomes in 2013:

Year 8 Gifted and Talented class introduced in conjunction with Year 8 Performance Class
National Curriculum teaching programs for Years 7 & 9 English, Mathematics, Science and History completed
RoSA implemented with Year 11 and achievement grades issued for the Preliminary HSC for the first time.

Strategies to achieve these outcomes in 2014:
• Ongoing professional learning for staff in Gifted and Talented education, especially differentiation and extension of high performance students
• Implementation plan for enabling National Curriculum teaching programs for Years 8 & 10 English, Mathematics, Science and History completed undertaken by Deputy Principal in collaboration with Head Teachers
• Work samples collected and annotated for Years 10 and 11 and used as the basis for teacher professional learning with regards to corporate marking.

School Priority 4
Engagement & Attainment
• Maintain Retention rate
• Maintain Attendance Rate percentages.

2014 Targets to achieve this outcome include:
• Retention rate of 85%
• Attendance rate of 93%

Evidence of progress towards outcomes in 2013:
• The school retention rate for 2013 was 84.3% a significant increase over 2012, and significantly above the state average for NSW government schools which was 64.5.
• The school attendance rate for 2013 was 92.3%, an improvement on the 2012 rate and, above the state average for NSW government schools of 89.9.
Strategies to achieve these outcomes in 2014:

• Ongoing work around increasing Student Voice and increasing students’ connection to learning through the implementation of Personal Learning Plans and Digital Portfolios.

• Ongoing close monitoring by executive and welfare team members of student attendance and the utilization of a broad range of early intervention measures.

Professional learning

All staff at Canterbury Girls High School undertake a Professional Learning Plan in which they identify professional learning goals for the coming year and the support required for achieving these. Plans are then used to guide the planning of professional learning activities and the allocation of professional learning funds throughout the year.

In 2013, the school had two key objectives with regard to teacher professional learning: firstly, English, Mathematics, Science and HSIE staff used all available professional learning opportunities to develop teaching programs for Years 7 and 9, 2014 in line with the new National Curriculum. Faculties not involved in the development of new teaching programs worked on consolidating progress in relation to using Moodle to store teaching resources and to facilitate higher-order teaching and learning tasks.

Continuing to build whole staff capacity in relation to Technology will be the whole school focus for professional learning in 2014.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Program evaluations

Reporting

Background

In September, 2013, an evaluation team comprising Gayle Gibson, Head Teacher Mathematics, Jakki Trenbath, Parent, Nafisa Trina, SRC Representative and Andrew Anderson, Deputy Principal investigated strengths in relation to the School’s Reporting program, as well as ways to improve Reporting and communication with students and parents generally.

Findings and conclusions

• Students in Years 7, 8 and 9 update their Personal Learning Plan and Digital Portfolio once a term in which they identify at least one area for improvement and strategy for achieving this and one piece of work in each subject studied. This is designed to enhance student reflection on and responsibility for learning.

• Trial for 2014: During 2nd and 3rd last week of Term 4, 3 Year 7 Classes cease regular classes and instead finalise their DP / PLP. School holds a Parent Evening in which students showcase their DP and present 5 minute speech outlining key achievements in learning and goals for the following year.

• Trial Semester One Reports 2014: no Teacher comment but enhanced outcomes and Year Adviser comment only.

• Interim and Half Yearly Reports be issued to students two days before PTN.

• Each Key Learning Area presents information on the School Website containing strategies and resources for parents and students to support improvements in learning.

• Student Rank or graph indicating rank and marks or class average be made available verbally to parents at PTN if rankings and marks are formulated within a particular subject area.

• Deputy Principal improves promotion of Interpreter Services available for PTN to students and parents.

• Deputy Principal develops an Assessment Calendar for Years 7-9 for placement on School Website.

• Teacher comments to be included on Semester Two Reports but solely contain
areas / strategies for improvement rather than restate information contained in the Learning Profile (‘can do comment’).

- No Year Adviser comment should be included on the Semester Two Report as they are repeat subject teacher comments and are time intensive. They still should continue to place a sticker for successful reports and indicate a recommendation to attend PTN where appropriate.
- A Letter to LBOTE parents outlining the purposes and features of the Report as well as support available for unpacking Report contents (interpreter, CLO etc) be translated into key community languages and distributed along with the report.
- That any student Causing Concern in Years 8, 9 and 10 in Term 1 be identified by Head Teachers midway through Term One and their parents invited to attend Term One PTN.

Future directions

To implement the Evaluation’s findings in 2014 and beyond.

Library

Background
In Term 4, 2013, an evaluation team comprising Jane Slattery, Head Teacher, Christine Tennant, Parent & Librarian, Anne Vermeesch, Parent & Librarian, Lily Shapiro, Year 9 SRC Representative, and Andrew Anderson, Deputy Principal undertook an evaluation to examine current strengths in the Library, as well as ways in which the Library could better meet the needs of 21st Century learners.

Findings and conclusions

Findings are grouped under the headings of Teaching and Learning, Physical Environment, Communications and Technology.

Teaching and Learning

1. That the Teacher Librarian (TL) presents at whole staff meetings or School Development Days about services and resources the Teacher Librarian can provide.
2. That the TL visit faculties during Faculty Meeting time to collaboratively plan curriculum support and impart research knowledge skills and expertise so that these can support and improve curriculum outcomes. Collaboration could address HSC resources, Curriculum links, subject specific research skills and team teaching opportunities. This could enhance collaboration between the Library and faculties.
3. That the TL continues her excellent work orientating New and Practicum Teachers in Library services.
4. That the TL continues to collaborate with the Learning Centre Coordinator and to support senior students in the Learning Centre. It is recommended that the TL spend 1 period per cycle (5 periods in total) addressing research skills and related support.
5. That the school executive, in consultation with the TL, discusses and adopts a School Referencing Citation Standard.

Physical Environment

6. That differentiated learning spaces within the Library be explored. For example, having a designated quiet area in which students can work individually, an area in which group work is allowed, a ‘board games area’, and enabling ‘noisier’ group learning in the seminar rooms. Spaces should have positive signage indicating behavioural expectations.
7. That the Learning Centre be modified to include group work area where talking is allowed, silent work at individual desks, facility to charge digital devices, a printer and desks without computers but with power outlets.
8. That the Bag Area in the Library be reviewed to enable a greater number of bags and the placement of bag hooks in the foyer outside the Library to eliminate any need by Library staff to remove bags from the Library.
9. That a Suggestion Box be placed in the Library to enable students and staff to make suggestions about resources and services. Student suggestions should be considered when purchasing fiction and other resources.

Communications

12 That information about printing payment options be advertised to the school community via the newsletter and intranet,
and also be placed in the area containing printers in the Library.

13. That communications about the Library be enhanced with the school community via the dedicated page on the school Intranet / Moodle containing policies relating to the Library, HSC study guides with web links for all KLAs, links to other library and information services and research and educational articles that promote teacher professional growth.

14. That the TL explores the feasibility of a Library Student Leadership Team to support services of the Library during break times and promote the Library to students.

Technology

15. That the School’s Mobile Phone Policy be revised by the Deputy Principal to enable digital devices to be used in the Library quietly during Recess and Lunch. Speaking on their digital device is still not allowed, and students must leave if they wish to do this.

16. That students be informed of the process for applying to unblock websites, and that the TL collaborate with the SRC in determining those sites which need to be unblocked in order to support student learning.

17. That computers prioritised for printing be designated within the Library, and that all computers in the Library contain the latest Office software.

Future directions

To implement the Evaluation’s findings in 2014 and beyond.

Principal’s message

2013 represented another highly successful year at CGHS characterized by the many achievements of our students.

The academic results in external exams: NAPLAN, and the HSC, combined with outstanding opportunities in the Performing Arts and Sport to present the school in a highly favourable position in our area.

Significantly, the willingness of students to put themselves forward in leadership as well as school and community service roles is significant, and the extra-curricular programs continue to flourish, and attract ever increasing membership.

The enjoyment students derive from involvement in the diverse range of activities is evident to all.

To all members of the school community, sincere thanks for the contributions you make to the success and harmony of our wonderful school.

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. 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.


P & C message

Parents at Canterbury have continued to play a fantastic role in supporting the school in 2013. In particular, the small contributions that parents make each year towards the P&C provide a strong base of funding through which we can support the school.

The P&C co-hosted the official opening of the new school canteen on 11th May, having contributed $15,000 towards the cost of that refurbishment. The new area is a great space for students and was used during the year for P&C wine tasting events in August and November, which also contributed to increased funds for the school.

Along with the wine tasting events, our catering efforts were highly successful, raising funds during the two major performances in 2013 while providing lots of delicious options for attendees. Thanks to all parents who helped out by providing cakes and helping out.

The P&C also made contributions of $6,600 towards outdoor gymnastic equipment during the year and provided a further $12,000 for portable staging.

Parents were very proud of the students’ initiative in kicking off the “2093 Plastic Water Bottle Free” campaign. As part of this initiative, students took a decision to ban Coca Cola products from the school canteen. This followed
the continued opposition of Coca Cola to a container deposit or refund for plastic bottles. The campaign received strong community support and even national media interest. Our students proved to be extremely effective advocates in speaking publicly about the campaign.

We were especially pleased to host a public forum and to welcome Alec Wagstaff, Director of Corporate Affairs, Coca-Cola Amatil and Jeff Angel, National Convenor of the Boomerang Alliance to speak at this event. Dozens of community members and parents attended, along with students at Canterbury Girls and neighbouring schools.

The P&C provides a way to support both students and parents during their time at Canterbury Girls High School, so that all students can have the best experience possible. Parents are very welcome to become involved by attending some of the school’s social events, or helping out in our various fundraising efforts. New ideas are always welcome.

The P&C runs on a small group of committed parents, who have contributed enormously in time and energy during the year. Particular thanks to outgoing parents Karen Goes, Shani Keane, Michael Clarke, Ann Vermesch, Suzi Brotherton and Sue Freeman. We wish each of them and their daughters all the best, and will greatly miss their input and energy devoted over many years.

Jo Schofield, P&C President

Student representative’s message

2013 was a very busy year for the SRC cohort. We undertook multiple drives, collecting everything from cans of food, money, stationary for student victims of the bushfires and even the ring pulls off the top of soft drink cans for organisations such as the Exodus foundation, Stewart House and the Uniting Church. The Canterbury Girls SRC hosted and Zone SRC meeting and attended many conferences and meetings. The SRC have been active within the school community and helped out by organised assemblies, and raising money, not only for charity organisations, but for our own school and student projects. Our SRC has combined with the prefect body to organise events for international women’s day. The SRC’s most successful venture of 2013 was The World’s Greatest Shave. Students organized a wonderful event, and raised money for a great cause. Two members of the SRC even volunteered to shave their heads. All the members of the SRC of 2013 should be congratulated for their hard work. In 2014, the SRC will be saying goodbye to Miss Salakas, and welcoming Miss Moodie as the new Coordinator of the SRC.

Leni Louizi, SRC President

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.

Sue Holden, Principal
Andrew Anderson, Deputy Principal
Jane Slattery, Head Teacher English
Gayle Gibson, Head Teacher Mathematics
Jo Schofield, P&C President
Leni Louizie, SRC President

School contact information

Canterbury Girls High School Church Street, Canterbury Ph: 02-9718 1805 Fax: 02-9718 3501 Email: canterburg-h.School@det.nsw.edu.au Web: www.canterburg-h.schools.nsw.edu.au School Code: 8806

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