

# 2023 Annual Report

## Canterbury Girls High School



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# Introduction

The Annual Report for 2023 is provided to the community of Canterbury Girls High School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## School vision

Canterbury Girls High School celebrates its diverse and inclusive culture, offering a progressive and academic learning environment with a focus on wellbeing and empowering young women to become active and resilient lifelong learners.

## School context

Canterbury Girls High School is an inclusive and culturally diverse environment in Sydney's Inner West. This diversity is reflected in the school's population with 57% of students with a language background other than English. The school prides itself on being an inclusive learning environment in which difference is celebrated. The vast majority of students are highly engaged and enjoy attending school each day; retention rates are above the state average, and student behaviour is excellent. The diversity of the student population mandates differentiated curriculum patterns to enable student needs to be comprehensively addressed. Differentiation and extension are ongoing curriculum priorities for all stages. Elective lines for Years 8-12 are determined by student choices, and student voice is a central focus within the school. Student connection to the school is strong and is a testament to the strong home-school partnerships the school enjoys.



Members of the First Nations Leadership Group at the school entrance "Acknowledgement of Country" sign.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

The achievement of curriculum provision and assessment that caters for individual needs through universally embedding quality differentiated teaching strategies.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Universal Quality Differentiated Teaching Strategies

### Resources allocated to this strategic direction

Professional learning  
Socio-economic background

### Summary of progress

In 2023, the PLC delivered whole-school professional learning in Sharratt's model which launched the whole school pilot. All staff in the school have now experienced adjusting and scaffolding assessment tasks to improve student reflection, understanding and feedback processes. A review of data has also been undertaken by staff, exhibiting ongoing development in data use and skills and deeper collaboration. Factors influencing success have included the ongoing focus on research and data-based initiatives, monitored and reviewed closely by the PLC.

In 2024, the data will be packaged and made ready for further faculty programming surrounding the development of the new curriculum.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An increase in Check-In Assessment mean scaled score for reading in Year 8 for 2023 compared with Year 7 in 2022. <i>SEF: Student performance measures</i>	Year 8 reading Check-In Assessment data in Term 4 2023 showed an overall growth of 4.7%. The mean scaled score increased by 3 points and was 10% above state average. Growth across all sub-sets was positive and in vocabulary was 18.7% higher when compared with year 7.
An increase in mean scaled score and growth for numeracy in Years 8 and 9. <i>SEF: Student performance measures</i>	Year 8 numeracy Check-In data in Term 4 2023 showed an overall growth of 10.3%. The mean scaled score increased by nearly 8 points and was 9.6% above state average. Growth across all sub-sets was positive and in measurement and geometry was 12% higher when compared with year 7.
Student work samples and statistical evidence shows some impact on identified groups of learners.	Student samples have been collected and evaluated by the PLC team, this has been triangulated with student performance data and the collection of teacher and student qualitative data regarding their perceptions of the usefulness and success of the initiatives. This data has shown the value in building student confidence and understanding utilising Sharratt's model.
An openness of teacher practice is evident in sample sharing and use of evaluative and reflective mechanisms such as teaching rounds and walkthroughs.	Shared practice has been a large area of growth as student samples and data is evaluated by the group and openly shared with the whole school. Teachers have also used the pilot to conduct lesson observations as a further source of data regarding the practical implementation of Sharratt's model.  Scores related to data skills and use have been rated as high, with the largest growth reported in this area of the <i>What Works Best Annual Teacher Survey</i> .

## Strategic Direction 2: Future focused pedagogy

### Purpose

Through future-focused and evidence-based teaching strategies, students will be prepared for lifelong learning in a rapidly changing and dynamic post-school environment.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Implementation of future focused strategies

### Resources allocated to this strategic direction

#### Professional learning

#### Socio-economic background

### Summary of progress

The PLC team continued to work on learning modes, with teams in English and Mathematics building models for integration within the new curriculum frameworks. HSIE, PDHPE, Science, CAPA and LOTE continued to use walkthrough observations as part of evaluating pilot strategies related to learning modes. The team also took time to consider AI and its impacts for teaching and learning. Out of this, recommendations for programming have been made and a staff team to review AI will be put into place in 2024.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Data from trials and projects demonstrates high levels of engagement and a greater sense of buoyancy and connectedness in learning.	Classroom practices continued to be shared and observed as part of the walkthrough program. Staff found deep connection between pedagogies in this program and the quality teaching rounds also in operation within the school. All faculties within the team continued to collect data through observation or were directly involved in the programming elements.
Selected faculties and staff participate in initiatives delivering new pedagogical practice and can show evidence of impact on student learning in their subject area.	A presentation by head teachers Mathematics and English at an executive professional learning event demonstrated the impact on teaching and learning that learning modes could have. These programs will be packaged as models for other faculties beginning programming in 2024 and 2025.
Teacher practice begins to open, evident in sample sharing and use of evaluative and reflective mechanisms such as teaching rounds and walkthroughs.	Teacher openness continues to feature through high levels of participation and the expansion of the team through quality teaching rounds and the AI review team.

## Strategic Direction 3: Learning and wellbeing systems

### Purpose

To ensure all students are valued, supported and empowered to succeed and build resilience through the development of school systems and practices that promote wellbeing and learning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Systems and practices that promote learning and wellbeing

### Resources allocated to this strategic direction

#### Socio-economic background

#### Professional learning

### Summary of progress

Systems and practices related to student attendance, mentoring and wellbeing have been planned and implemented in 2023. Included in this has been extensive data collection related to actual attendance as well as attitudes to attendance. Messaging around attendance and support for wellbeing has been significantly boosted through the additional year adviser time as well as planned communication initiatives.. Student wellbeing support through changes to DEAR/Personal Best time have proved effective and will be enhanced by additional wellbeing meetings linked to positive reinforcement strategies. Student mentoring programs have also been investigated and added, to be ready for 2024. Overall, 2023 has seen improvement alongside extensive reflection for the PLC group.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Consistency in trend results with an overall uplift of 3% on target area regarding 90% and above attendance across the period, particularly related to attendance.	Attendance data generally continued on a positive trend, with each term's data regarding 90% or above attendance improving. On average, 90% or above attendance improved by 8.9% approaching the 60% mark. In term 1, the school exceeded 65% of students at more than 90%. This increase reflects ongoing communication strategies and has informed further positive and reflective strategies planned for 2024.
Personalised attendance approaches are improving regular attendance rates for all students, including those at risk	Year adviser additional time has contributed extensively to the lift in attendance rates as relationships between the school and families builds in this matter. The PLC took extensive data related to student awareness and attitudes towards attendance which has informed approaches for 2024.
An openness of teacher practice is evident in sample sharing and use of evaluative and reflective mechanisms such as teaching rounds and walkthroughs.	Shared planning and data analysis continues in this area. Certain strategies have been piloted with more generic feedback applied. Teachers are yet to progress these strategies to walkthroughs as they finalise plans related to positive reinforcement of students.
A plan is in place after successful trials related to student mentoring and the use of Personal Best time. Student learning and wellbeing is being impacted positively as a result of participation in programs.	The team has planned a more extensive student mentoring initiative for 2024 with a term long peer support program being initiated. More than 50% of year 9 students have applied to become mentors and to be part of this ongoing plan.

Funding sources	Impact achieved this year
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Canterbury Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• consultation with external providers for the implementation of [strategy]</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p>intensive learning and behaviour support for funded students</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Individualised support for students has impacted on connections and relationships with families, development of social and emotional regulation skills for students, and the provision of specific support related to student assessment. Funding for classroom support has also assisted teachers to gain consistency in using strategies to support students with complex learning and wellbeing needs. Transition was a particular focal point of funding this year as a year 12 student was supported to achieve a HSC and a plan for post-school pathways to TAFE and employment. A year 10 student has also received additional support in transitioning into senior learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued support with senior learning. Exploration of further work with NDIS and disability providers to support work skills and travel.</p>
<p>Socio-economic background</p> <p>\$64,530.56</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Canterbury Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Universal Quality Differentiated Teaching Strategies</li> <li>• Systems and practices that promote learning and wellbeing</li> <li>• Implementation of future focused strategies</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through SD1 and SD2 to support student learning</li> <li>• employment of additional staff to support Learning and Wellbeing program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The implementation of distributed leadership programs to support the three strategic directions has yielded strong teacher-led professional learning. Data shows growth across data domains and has impacted the lifting of the 'Data Skills and Use' element from 'delivering' to 'sustaining and growing' in the recent SEFSaS. School teaching programs and assessment are directly impacted by the work within the directions. This has included the delivery of whole-school professional learning and pilot for SD1. SD2 has been fully integrated into English and Mathematics programs as a model for futures learning and the new curriculum. Additional support to build community relationships through extending the allowance for year advisers has enabled better tracking of student attendance and identification of wellbeing and learning needs, informing the work of the Student Services Department.</p>

<p>Socio-economic background</p> <p>\$64,530.56</p>	<p><b>After evaluation, the next steps to support our students will be:</b> SD1 and SD2 teams will move into whole-school professional learning and work alongside quality teaching rounds to deliver head teachers the models needed to integrate strategies into new curriculum planning.</p>
<p>Aboriginal background</p> <p>\$11,963.53</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Canterbury Girls High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student participation in cultural and learning support programs has increased. NAIDOC Week events expanded into a week-long festival including cultural education for the whole school. Student attendance and completion of assessments has also increased.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide cultural support and allocate funding to PLP creation and ongoing communication with families. Further expand cultural education and opportunities for the First Nations Leadership Group. Expansion of literacy and numeracy tuition.</p>
<p>English language proficiency</p> <p>\$79,857.61</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Canterbury Girls High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2023, the subject areas addressed by the specialist EAL/D staff increased to include mathematics, including a pilot in teaching vocabulary in mathematics. Staff have received additional exposure to strategies designed to support learners through classroom activities and assessment modification. Further, a week long Bridging course has been developed to support transition between year 10 and year 11.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Additional focus will be placed on EAL/D students and the HSC incorporating reading and vocabulary acquisition coaching. Specialist support in the classrooms will be supplemented with professional learning to</p>

<p>English language proficiency</p> <p>\$79,857.61</p>	<p>build capacity in delivering a pedagogical approach utilising the mathematics model and expanding out into three other faculties within the school. Intensive support for senior learners in beginning and emerging phases will also be scheduled/.</p>
<p>Low level adjustment for disability</p> <p>\$176,173.04</p>	<p>Low level adjustment for disability equity loading provides support for students at Canterbury Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2023, the school resumed offering a targeted early intervention reading program as part of LAST support due to increased need. The impact for students has been considerable with less than 10 students achieving below standards in NAPLAN. The complex case planning team has also be broadened. Additional support for communication with families through more extensive PLASP planning was piloted, with additional time given to transition points at years 7, 10 and 12.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Utilise a model similar to EAL/D learning to provide support for faculties in meeting student needs. Additional support into special provisions and PLASP organisation to continue to streamline consultation and communication processes.</p>
<p>Professional learning</p> <p>\$65,443.49</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Canterbury Girls High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Universal Quality Differentiated Teaching Strategies</li> <li>• Systems and practices that promote learning and wellbeing</li> <li>• Implementation of future focused strategies</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• other methods of learning designed to improve student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funding allocated to support the implementation of the strategic directions focii through whole-school professional learning, classroom walkthroughs and further professional learning for distributed leadership has impacted on the growth and success of these teams in the school. All staff have received professional learning in Lyn Sharratt's model for effective assessment. Pilot programs in the strategic directions yielded positive data and have informed programming practices and professional learning focus areas for faculties as head teachers begin to support new curriculum implementation using learning from SD1 and SD2. Quality teaching rounds have also been delivered utilising PL and Beginning Teachers Funds to deliver three separate teaching rounds in 2023- these</p>

<p>Professional learning</p> <p>\$65,443.49</p>	<p>have focused on a range of criteria from Dimension 1.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The work on programs and assessment through the strategic directions will be further broadened to include the new curriculum. Quality Teaching Rounds will be expanded to incorporate a community of schools approach with connections with Canterbury PS and Ashfield Boys HS.</p>
<p>Beginning teacher support</p> <p>\$53,568.11</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Canterbury Girls High School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Beginning Teacher Mentor employed</li> <li>• Funding of Quality Teaching Rounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Quality teaching rounds have also been delivered utilising PL and Beginning Teachers Funds to deliver three separate teaching rounds in 2023- these have focused on a range of criteria from Dimension 1. Beginning Teacher funds continue to support the employment of a mentor teacher to assist staff to complete their accreditation utilising a range of resources including Great Teaching, Inspired Learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing employment of mentoring teachers to support teacher development, including those in the 2-5 years bracket. Quality Teaching Rounds as a mechanism will also support this shared mentoring and development.</p>
<p>COVID ILSP</p> <p>\$99,498.23</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing staff to provide online tuition to student groups in literacy/numeracy and writing</li> <li>• development of resources and planning of small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Data from Check-In tests indicates that reading acquisition is high amongst years 7 to 9. Minimum Standards data shows that all students in year 12 qualified to receive a HSC, all students in year 11 completed reading and there are only 7 tests left to pass (5 writing and 2 numeracy). Further, all year 10 students who have sat the tests have now achieved their reading benchmark, with 5% still to achieve numeracy and 15% still to achieve writing. The tuition team are now quite experienced in delivering a sequence of lessons to students designed to tackle key focus areas. Student reflection data is high- suggesting the impact of tuition on student self-awareness of learning and confidence is strong. Student samples demonstrate clear improvement, especially in writing, where changes to paragraph and connective use are marked. Our Aboriginal and Torres Strait Islander students have increased their participation and completion of tuition</p>

<p>COVID ILSP</p> <p>\$99,498.23</p>	<p>programs and all Aboriginal and Torres Strait Islander students in years 10 and 11 have completed their minimum standards testing requirements.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to expand the program to provide personalised tuition and support for Aboriginal and Torres Strait Islander students. Ongoing support of writing and minimum standards.</p>
<p>Per capita</p> <p>\$200,113.97</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Canterbury Girls High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Provision of additional support and equipment for technology</li> <li>• Ongoing maintenance and upgrades of school classroom and playground facilities</li> <li>• Supporting student wellbeing initiatives</li> <li>• Improving communication between families and the school</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school continues to support new learning modes with innovative space development in the library and Dome. The addition of new leadership groups and student wellbeing and learning initiatives such as STEM, HPGE and Wellbeing Clubs through funded activities has increased participation for academic and performing classes as well as provided structure to support attendance. Technology provision has been prioritised to include additional classroom supports for staff, loan devices for students, additional cyber safety resources and the transition to the DoE network.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing support for the development of spaces and provision of additional student assistance and learning resources.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Canterbury Girls High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• Provision of extended schedule of wellbeing events for years 7-12</li> <li>• Case management support for individual students and families</li> <li>• Professional learning for the Student Services Team and whole school around supporting student mental health</li> <li>• Coordination of breakfast club and other student wellbeing supports.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> More than 100 students per week attend Breakfast Club, making it an important social and wellbeing space. This has further increased uptake in other integration activities such as the board games group offered by the SSO. The SSO has supported the inaugural year of the Pride Leadership group and has assisted with provision of a range of student workshops. Staff professional learning within the team has been successful in furthering case management supports and integrating the WHIN role.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A whole-school wellbeing calendar will be structured to support learning from year 7 through to year 12. This will operate in conjunction with parent wellbeing events and PDHPE learning outcomes. The SSO will provide ongoing support in line with initiatives in SD3.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	0	1	1	1
Girls	761	773	768	736

## Student attendance profile

School				
Year	2020	2021	2022	2023
7	92.1	93.2	88.3	90.6
8	90.2	90.6	86.2	90.3
9	89.5	88.0	85.8	88.0
10	91.8	87.0	81.7	89.4
11	88.5	90.0	84.1	84.2
12	91.8	88.7	85.3	90.2
All Years	90.7	89.7	85.3	88.8
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance data maintains a steady upward trend and compares favourably to State data.

## Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data

warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- \* Families evacuating and relocating due to NSW floods
- \* Sick students staying at home until a negative COVID-19 test was returned
- \* Household members testing positive to COVID-19
- \* The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	N/A
Employment	N/A	1	1
TAFE entry	1	3	9
University Entry	N/A	N/A	85
Other	1	2	N/A
Unknown	1	6	5

## Year 12 students undertaking vocational or trade training

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18.10% of Year 12 students at Canterbury Girls High School undertook vocational education and training in 2023.

## Year 12 students attaining HSC or equivalent vocational education qualification

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94.7% of all Year 12 students at Canterbury Girls High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.



School Captains in front of the Captains' honour board

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	37.4
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher EAL/D	0.2
School Counsellor	1.5
School Administration and Support Staff	10.68
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	755,469.93
<b>Revenue</b>	9,919,904.79
Appropriation	9,392,246.05
Sale of Goods and Services	52,672.20
Grants and contributions	430,174.32
Investment income	19,217.22
Other revenue	25,595.00
<b>Expenses</b>	-10,072,916.96
Employee related	-8,358,205.72
Operating expenses	-1,714,711.24
<b>Surplus / deficit for the year</b>	-153,012.17
<b>Closing Balance</b>	602,457.76

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	60,599
<b>Equity Total</b>	332,525
Equity - Aboriginal	11,964
Equity - Socio-economic	64,531
Equity - Language	79,858
Equity - Disability	176,173
<b>Base Total</b>	7,932,532
Base - Per Capita	200,114
Base - Location	0
Base - Other	7,732,418
<b>Other Total</b>	596,838
<b>Grand Total</b>	8,922,494

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

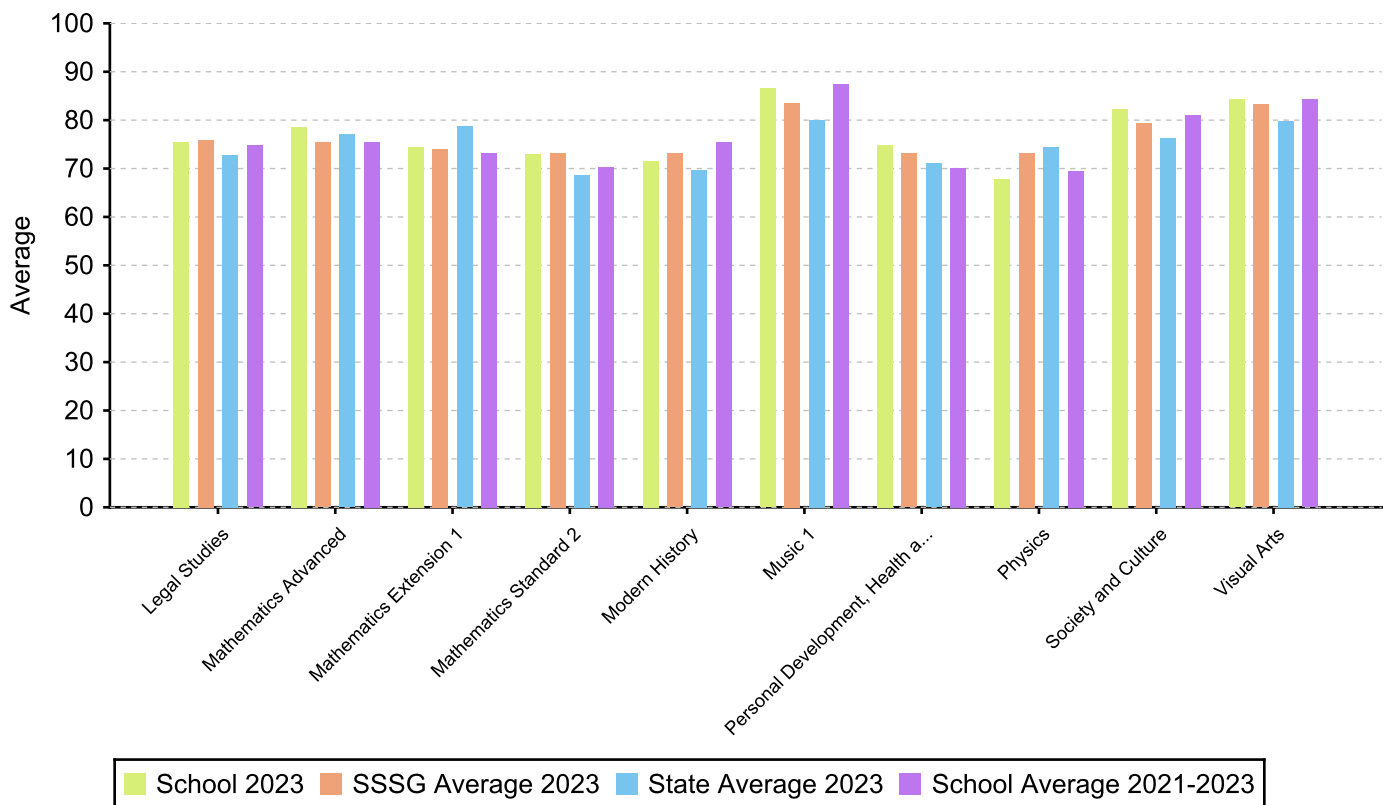
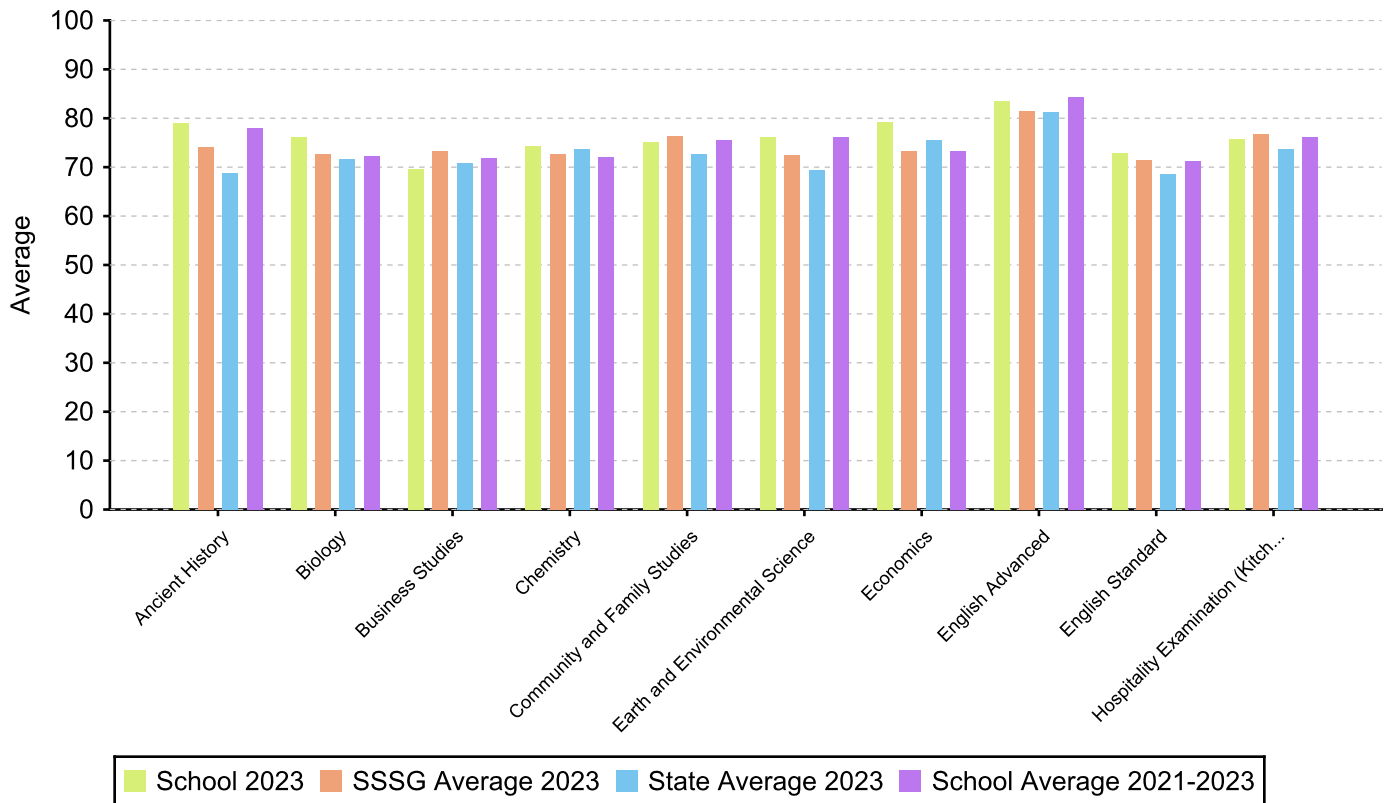
The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



# School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2023	SSSG	State	School Average 2021-2023
Ancient History	79.1	74.0	68.7	77.9
Biology	76.1	72.7	71.8	72.3
Business Studies	69.7	73.3	70.9	71.9
Chemistry	74.4	72.6	73.7	72.0
Community and Family Studies	75.1	76.5	72.7	75.6
Earth and Environmental Science	76.1	72.5	69.4	76.1
Economics	79.2	73.4	75.5	73.3
English Advanced	83.5	81.5	81.2	84.3
English Standard	72.8	71.4	68.5	71.2
Hospitality Examination (Kitchen Operations and Cookery)	75.8	76.7	73.7	76.2
Legal Studies	75.5	75.9	72.9	74.7
Mathematics Advanced	78.6	75.4	77.0	75.4
Mathematics Extension 1	74.4	74.1	78.7	73.2
Mathematics Standard 2	73.0	73.3	68.7	70.3
Modern History	71.6	73.1	69.6	75.4
Music 1	86.5	83.6	80.0	87.5
Personal Development, Health and Physical Education	74.9	73.1	71.0	70.1
Physics	67.9	73.3	74.4	69.5
Society and Culture	82.3	79.4	76.3	81.0
Visual Arts	84.3	83.3	79.8	84.3

2023 proved another strong year for the school in terms of HSC results with 30 students acknowledged on the Distinguished Achievers List (27% of our student cohort). 53% of all student results were in the top 2 bands, with many students achieving more than 90 for their ATAR.

The overall student performance data was consistently high with 75% of all results being Band 4, 5 and 6. The number of students achieving a Band 4 or higher represents a continued effort across the years to increase writing performance in examinations. A range of mean examination marks from 66% to 94% were achieved in 2023, with the overall average HSC course mark for the school at 76%.

The school performed above or on state average in 23 out of 31 (75%) subjects: Ancient History, Biology, Chemistry, Chinese and Literature, Chinese in Context, Community and Family Studies, Drama, Earth and Environmental Science, Economics, English Advanced, English Extension 1, English Standard, History Extension, Legal Studies, Mathematics Advanced, Mathematics Extension 2, Mathematics Standard 2, Music 1, Personal Development Health and Physical Education, Society and Culture, and Visual Arts.

We commend these students have performed well across the board. These results across the full range of subjects demonstrate that the school is catering well for the diverse learning needs of its students. The school will continue to support improvement across all areas and focus strongly on the lifting of achievement into higher bands as part of the focus on quality teaching throughout our school's *Strategic Improvement Plan 2022-2026*.



## Parent/caregiver, student, teacher satisfaction

Each year, parents, students and staff are surveyed about a number of school processes, policies and initiatives. There are multiple opportunities throughout the year for all school stakeholders to express opinions and provide feedback, through a range of survey and focus group methodologies. Feedback and consultation in 2023 included the annual Tell Them From Me survey as well as staff, student and parent consultation regarding implementation of the mobile phone ban.

Social engagement measures for students in the **Tell Them From Me survey** compared favourably to the State for student participation in school activities and students with positive relationships. Positive attendance and behaviour indicated strong engagement with school. Students at Canterbury Girls High School recognised quality instruction, positive learning climate and high expectations for success as key features of school engagement. The survey indicated low rates of bullying and knowledge of how to seek help for bullying, strong advocacy outside of school, and high rates of students intending to complete secondary school and undertake university.

Staff, students and families were surveyed regarding implementation of the **mobile phone ban** at school. Staff were 100% supportive of the ban both before and after the first term of implementing the "off and away" policy. There was a significant increase in staff expectation of the policy's success over time. After implementation of "off and away" staff reported that phones had far less of an impact on effective classroom learning and there was a far greater number of staff able to report that they no longer had to manage mobile phone use in classrooms.

Students were asked a number of questions in the lead up to the ban, including:

*"Would you be part of activities during breaks as an alternative to using technology?"*

Sports, reading, board games, crafts and additional tuition were favoured as alternative activities.

*"What do you see as the positives of the mobile phone ban?"*

Student responses recognised they would be less distracted and more focused on learning, as well as more socially engaged with their friends and peers. Students expected cyberbullying to reduce.



Student leaders and school principal Belinda Conway.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.



Students utilising indoor equipment in the Playfair Gym