CANBERRA GIRLS GRAMMAR SCHOOL
For the year 2012
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Charter

Canberra Girls Grammar School (CGGS) is an Anglican independent school. Founded in 1926, our development has paralleled and reflected the growth of Canberra. Our heritage stems from nineteenth century England where Sister Emily Ayckbowm founded an Anglican religious order called the Community of the Sisters of the Church. Sister Emily's practical approach to serving the community and her attention to issues of social justice provide a foundation for our students to serve their own communities.

Canberra Girls Grammar School is proud of its heritage and its uniqueness. Our school is situated within view of Parliament House and our students have access to national institutions. History is not only about occurrences in the past, but our country is changing each day and many of those changes begin in Canberra.

Canberra has a dynamic and diverse population. Students of our school meet peers from a wide range of cultures. Their own families exemplify life and work in a global community. Our rural boarding students bring to our school those attributes and skills which are quintessential to the Australian character. This blending of cultures and background brings uniqueness to our school and opportunities for the development of resourceful and ethical young people who will have opportunities to shape their global community in the future.

AIMS

At Canberra Girls Grammar School we:

- Prepare young women for further studies, for leadership and for life.
- Are committed to providing challenging, enriching and supportive learning experiences.
- Encourage our students to become informed, resilient, forthright, resourceful and ethical global citizens.
- Maintain our Anglican traditions and welcome people of all denominations and faiths into our community.
- Seek to inspire our graduates to serve their community and to shape a changing world.

VALUES

1) This is a school that values students and staff. Each individual is important within the School community and must be treated with respect, kindness and fairness.

2) This is a learning community. The School wishes to encourage both staff and students to aim high and to enjoy the challenge of change and development.

3) This is an Anglican School. Christian faith, ethos and values provide an important foundation for all that the School does.

4) This is a school that believes in constant improvement. All areas of the School are under review to provide the best quality possible in terms of teaching and learning, range of opportunities, pastoral care and physical environment.
This is a school where communication is key. The School community wishes to communicate clearly, efficiently and succinctly both internally with the local community, and wider afield.

How the values of the school relate to our Anglican foundation:

1. We are valuable, each individual is treated with respect, kindness and fairness
   1 Cor 12:12-31
   Indeed, the body does not consist of one member but of many. If the foot would say, "Because I am not a hand, I do not belong to the body," that would not make it any less a part of the body. And if the ear would say, "Because I am not an eye, I do not belong to the body," that would not make it any less a part of the body. If the whole body were an eye, where would the hearing be? If the whole body were hearing, where would the sense of smell be? But as it is, God arranged the members in the body, each one of them, as he chose. If all were a single member, where would the body be? As it is, there are many members, yet one body. The eye cannot say to the hand, "I have no need of you," nor again the head to the feet, "I have no need of you." On the contrary, the members of the body that seem to be weaker are indispensable, and those members of the body that we think less honorable we clothe with greater honor, and our less respectable members are treated with greater respect; whereas our more respectable members do not need this. But God has so arranged the body, giving the greater honor to the inferior member, that there may be no dissension within the body, but the members may have the same care for one another. If one member suffers, all suffer together with it; if one member is honored, all rejoice together with it.

2. We are a learning community.
   Matt 5:21-37
   "You have heard that it was said, 'An eye for an eye and a tooth for a tooth.' But I say to you, Do not resist an evildoer. But if anyone strikes you on the right cheek, turn the other also; and if anyone wants to sue you and take your coat, give your cloak as well; and if anyone forces you to go one mile, go also the second mile. Give to everyone who begs from you, and do not refuse anyone who wants to borrow from you. "You have heard that it was said, 'You shall love your neighbor and hate your enemy.' But I say to you, Love your enemies and pray for those who persecute you, so that you may be children of your Father in heaven; for he makes his sun rise on the evil and on the good, and sends rain on the righteous and on the unrighteous. For if you love those who love you, what reward do you have? Do not even the tax collectors do the same? And if you greet only your brothers and sisters, what more are you doing than others? Do not even the Gentiles do the same? Be perfect, therefore, as your heavenly Father is perfect.

3. We are Anglican; inclusivity, christian faith and ethos are the foundations of our school
   1 Tim 4:12-5:8
   Let no one despise your youth, but set the believers an example in speech and conduct, in love, in faith, in purity. Until I arrive, give attention to the public reading of scripture, to exhorting, to teaching. Do not neglect the gift that is in you, which was given to you through prophecy with the laying on of hands by the council of elders. Put these things into practice, devote yourself to them, so that all may see your progress. Pay close
attention to yourself and to your teaching; continue in these things, for in doing this you will save both yourself and your hearers.

4. We are improving

Rom 12:1-8

I appeal to you therefore, brothers and sisters, by the mercies of God, to present your bodies as a living sacrifice, holy and acceptable to God, which is your spiritual worship. Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God—what is good and acceptable and perfect.

For by the grace given to me I say to everyone among you not to think of yourself more highly than you ought to think, but to think with sober judgment, each according to the measure of faith that God has assigned. For as in one body we have many members, and not all the members have the same function, so we, who are many, are one body in Christ, and individually we are members one of another. We have gifts that differ according to the grace given to us: prophecy, in proportion to faith; ministry, in ministering; the teacher, in teaching; the exhorter, in exhortation; the giver, in generosity; the leader, in diligence; the compassionate, in cheerfulness.

5. We are communicators

Isa 40:1-11

Comfort, O comfort my people, says your God.
Speak tenderly to Jerusalem, and cry to her
A voice cries out:
"In the wilderness prepare the way of the Lord,
make straight in the desert a highway for our God.
Every valley shall be lifted up,
and every mountain and hill be made low;
the uneven ground shall become level,
and the rough places a plain.
Then the glory of the Lord shall be revealed,
and all people shall see it together,
for the mouth of the Lord has spoken."

Ongoing operations that stand at the heart of the School:

2. Excellent pastoral care.
3. Ensuring the spiritual well-being of students and staff.
4. Smooth and efficient communication both internally and externally.
5. High quality facilities and resources.
(b) **Contacts**

Canberra Girls Grammar School  
Melbourne Avenue  
Deakin ACT 2600  
PH: 02 6202 6400  
Fax: 02 6273 1505  
Email: principal@cggs.act.edu.au  
Website: www.cggs.act.edu.au  
Hours of operation: 8.30am to 4.30pm, Monday to Friday  
Contacts:  
Mrs Anne Coutts (Principal)  
Mr Jason Corbett-Jones (Head of Senior School)  
Ms Heather Ablett (Head of Junior School)  
Ms Heather Walsh (Chief Operating Officer)

(c) **Members**

Names of the members of the governing body and the method and term of appointment of those members.

**Visitor**  
The Right Reverend Stuart Robinson  
The Bishop, Anglican Diocese of Canberra and Goulburn  

**Chair**

Mrs B Moss  
Deputy Chair  
Ms R McKay  

**Deputy Chair**

Dr S Bambrick  
Mrs S Howarth  
Mrs S E Hart  
Mrs J Vuillemot  
Mr A R Turnbull  
Mr K Cooper  
Mr A Francis  
Mr G Reilly  
Ms H M Walsh  
Mr D Holmesby  
Mr E Kalenjuk  
Mr Carl Palmer  
Ms Judy Jones  
Dr N Hartland  

**Company**

Annually  
3 years  
3 years  
3 years  
3 years (retired May)  
3 years  
3 years  
3 years  
3 years  
3 years  
3 years  
3 years  

**Immediate Past Chair**

1 year (finished May)  

**Chief Operating Officer**

Period of contract

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Annual Report for the year 2012  
6
(d) Structure

Management Diagram
March 2012
(e) Activities

During 2012 Canberra Girls Grammar School undertook the following initiatives which forwarded the Mission of the School and advanced the Mission of the Diocese.

Senior School - Curriculum

Curriculum Enrichment

CGGS seeks to constantly improve the curriculum programs for all students within the School. This involves the identification of gifted students and students with specific learning needs, as well as catering successfully for students who fall between these two groups. This requires regular monitoring of our identification and grouping policies and practices, our teaching and learning philosophy as well as the classroom practice.

Teaching and Learning Philosophy

The School believes that all students can succeed by achieving their personal best. This approach is appropriate in a non-selective school and encourages students to perform well in all assessment to maximize their opportunities by the end of Year 12.

Identification

An important element of teaching a specific curriculum is to target the activities or programs to the appropriate students with the suitable level of challenge for the individual student. The School conducts extensive, multi-faceted identification processes with a combination of data from diagnostic testing, NAPLAN results and in-class pre-testing to ensure that appropriate choices are made in relation to placement of students. While the diagnostic testing and NAPLAN results can give broad indications of the abilities of the students, pre-testing allows curriculum areas to look at individual needs within the classroom. Many teachers in the Senior School conduct pre-testing (a series of diagnostic activities) at the beginning of each unit of work within their curriculum area. The pre-testing enables teachers to evaluate the level of mastery of the students before the unit of work begins, with appropriate adjustments being made to both activities and assessment in that unit. This flexible approach to tasks ensures that each student is appropriately challenged and differentiation of the course work or activities may then be considered.

Implications of Testing

In the core subjects (English, Mathematics and Science), students are grouped into levels based on the collected data. Higher level classes can contain high ability students who may not be necessarily be demonstrating high performance, but may be underachieving in a particular subject. This method of streaming within these core subjects allows flexibility in class composition from one cohort to the next. In other areas of the curriculum, students are placed in mixed ability groups with clusters of students who have similar needs. The School strives to not only provide cognitively challenging course work for all students but also gives attention to other aspects of learning such as student motivation.
**Individual Needs Programming**
Teachers are provided with general and specific information about individual students who have learning needs or who may be considered gifted. Advice is available about strategies that are best suited to individual students and how to tailor lessons to their needs. Teacher support and professional development is also available to assist teachers to cater for the individual needs of students. Teachers formally document the way in which this information has been used in their classes and they are able to provide feedback about the effectiveness of strategies to other teachers and parents.

**Year 7 and 9 NAPLAN**
Aspects of Literacy and Numeracy
Average Standardized Assessment Results 2012.

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Percentage of students above the National Minimum standards for last five years.

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**Creative Arts Faculty**

**Visual arts**
- Year 7 to 10 Art visit and educational tour at beginning of year to the National Gallery of Australia Renaissance exhibition.
- Year 11 and 12 Art & Photo students attended a day long trip to Sydney to view Artexpress and the new Contemporary Exhibition space at the Gallery of New South Wales.
- Year 8 Art also visited St. Paul’s Cathedral to learn more about charcoal drawing in one point perspective.
- Year 10 Art visited respected Canberra portrait artist Sue Taylor’s studio near Burra for their Portrait unit of work. Students saw firsthand how an artist works in their studio, the way she approaches her portrait making and examples of entries into the Archibald Prize.
- Year 10 Portraits were displayed at the Creative Arts Spectacular and works were judged by the Head of Education at the National Portrait Gallery.
• Visual Art students and teacher Ms Shield worked with Senior Production director, Sophie Benassi to create a vibrant set for Steel Magnolias.
• Ms Tara Shield initiated and coordinated the Senior Secondary Student Photography Survey Show in the ACT called SNAP. Held in September, this inaugural exhibition was held at the Huw Davies Gallery, Photo Access, in Manuka.
  The following student’s work was showcased in this exhibit:
  ➢ "Creation #1" by Tanya Gunasekera Year 12.
  ➢ "If you go out in the woods today" by Lucy Ronald Year 12.
  ➢ "Urban Jungle" Emily Henry Year 11.
  Tanya says about her work, "Creation #1 is a self-portrait that pays tribute to my mother and father as the individuals who genetically shaped me. I will forever reflect part of them..."
• Year 12 students attended a two day excursion to Sydney to see the Sydney Biennale in August.
• Year 11 and 12 students exhibited their work at the end of year exhibition InterAction in November at the Waterman Centre. The exhibition’s invitation and poster was designed by Melissa Roald as her student directed task as part of the new Graphic Design course offered this year to Year 11 and 12 students.
• A selection of Visual Arts (Graphics) and Textiles students from Years 10 to 12 combined with students from Canberra Grammar School attended a full day workshop with a graphic artist from Melbourne, Mark Wilkin. The students learnt how to render a variety of graphic illustrations using copic markers.
• Many of our students were accepted into Visual Arts courses at Universities in Sydney, Canberra and Melbourne.

Food studies
• In Food Studies Semester One, the students studied Australian Food and Culture and as part of the unit the students travelled to Tumut and experienced an Indigenous food tour. They also visited Blundell’s farmhouse and discovered how colonial Australians cooked and lived.
• In Semester Two, they studied Independent Living examining aspects of moving out of home. Students were taken to different supermarkets and butchers to compare pricing of food and to see the difference between large chains of supermarkets and small business that cater to consumers’ needs.
• Visited Belluci’s restaurant to experience the running of a commercial restaurant.

Fashion design
• Senior students attended L’Oreal Fashion Week in Melbourne. They attended fashion shows, visited RMIT’s fashion design course and other related venues.
• Year 10 students time travelled back to the 1980s and designed and made the costumes for the Senior Production Steel Magnolias.
• The annual Fashion show showcased some of the work produced by the fashion design students and also outfits made by students in Years 7 to 10.

Dance
• Students experienced another exciting year. Students studying elective Dance, covered a wide variety of dance styles including Contemporary, Jazz, Musical Theatre and Hip-
Hope. The Year 9 and 10 Production Night was a highlight for the year, as the girls had a chance to perform a whole group item and their own creations for parents and friends. All of the dance classes have performed throughout the year at the School Assembly.

- Many of our dance students were involved in the annual Youth Dance Festival run by Ausdance in September. Both the Junior and Senior performances were the opening performance on both nights.
- A number of excursions occurred, giving the girls a chance to attend some live performances including QL2 and Sydney Dance Company. The Senior Dance class were lucky enough to attend a two day excursion to Sydney to support the current unit Dance Production. They attended Sydney Dance Company’s’ Project Rameau and Legally Blond – The Musical. The girls also participated in a Musical Theatre workshop, and had the chance to tour backstage at a theatre and meet the Stage Manager.

Drama

- We started the year off with the Year 7 and 8 co-curricular drama production Summer Shorts. It involved 45 Year 7 and 8 students performing across four plays. The plays offered the performers the chance to strut their stuff before appreciative audiences of staff, families and friends. Additionally, the production offered an opportunity for 13 senior students to direct the pieces. All the students involved worked extremely hard to come up with these highly entertaining performances.
- The senior production this year was Steel Magnolias. The season went over five days with two different casts. Both casts put on a very moving performance that touched the hearts of all the audience.
- More than 30 Year 9 and 10 Dance and Drama students were invited to showcase their class work in a public performance evening in July. Girls presented work that they had created and polished in class to give the community an opportunity to experience the work. The girls presented some highly original and entertaining work for a very eager audience.
- Senior students who studied Acting for Film and Television produced two documentary performances about local Canberra people and their inspiring stories.
- Senior students participated in workshops that were delivered by professional actors from the Off the Beaten Track performance classes.
- The “Performing Shakespeare” and “Acting for Camera” students were involved in daylong programs with NIDA’s Olivia Simone.
- In the October holidays a group of our girls joined the boys from Canberra Grammar School and took part in a workshop with Olivia Simone and James Monarski learning Larry Moss acting techniques.
- Students devised a performance for the Mind Matters Drama Festival and attended a youth empowerment workshop.
- The annual Fast and Fresh 10 minute play Festival for High Schools saw three of our senior Drama girls performing at the Canberra Theatre Centre. The girls represented the school well with a highly entertaining self-devised piece, looking at Australia’s rich cultural tapestry.
- Year 10 and Senior Performance Evenings – Parents were invited along to view the students’ major performances. This provided students with the opportunity to showcase their work and receive feedback from friends, parents and the wider school community.
• Year 7 to 12 students performed for parents at the Creative Arts Spectacular that was organized by the Creative Arts subject area Captains and Vice Captains.

Geography and Social Science Faculty

Asian Studies
Year 9 and 10 Asian Studies students enjoyed several activities outside of the classroom during 2013.
• The highlight of studies on China was a visit to the Silk Road Exhibition at the National Museum of Australia.
• A lecturer from ANU visited the school to talk to the girls about pop culture in Indonesia and its influence on politics and society.
• Year 10 students attended the Asia Pacific Information Day at ANU.
• An end of year picnic at Nara Park celebrated the conclusion of another successful year of studies.

Business
• Year 11 Business students attended an excursion taking them on a tour of Canberra. First stop was the Tourist Information Centre where students were asked to put themselves into the position of a backpacker and find accommodation and local eateries. Students were then treated to lunch at Café Ink in Woden. The café is an example of Social Enterprise run by Woden Community Service for the long term unemployed. The food was delicious! An in-class assessment task was completed on the excursion.
• Year 12 Business students studied Business and Human Resource Management. As part of their studies they were required to write a report on the management of CGGS. The Principal, Anne Coutts, attended the class and presented an engaging session on her leadership and management of the school.

Commerce
• As part of the Advertising and Marketing unit, Year 9 Commerce students learnt about the importance of advertising and promotion which they then put into practice by holding a Market Day. This was part of the “You’re in Business” unit. Students produced a variety of foods and crafts to sell to the school community with the proceeds given to the Make a Wish Foundation. A highlight was the marketing strategy of one group using a baby lamb to entice buyers to purchase a product from their store in return for a cuddle of the very cute lamb!
• Year 10 Commerce students studied the workings of the tax system, investment and the economy. As part of their studies, each student participated in the Australian Stock Exchange game which enabled them to experience trading shares on the Australian Stock Exchange. Students were also introduced to the World of Work and Tourism, part of which was to prepare a travel brochure aimed at Year 12 students about to embark on a gap year.
Economics

- The Year 11 Economics students continued to enthusiastically engage with the real life application for their studies of micro and macroeconomics. The students attended an RBA Senate hearing at parliament to observe the machinations of Australia's Monetary policy under the microscope. All Economics students participated in the UNSW Business and Economics competition, achieving very pleasing results.

- Seventeen Year 12 Economics students completed the Economics T course in 2012. Of these, seven completed the International Baccalaureate Diploma (IB) program. Some very good results were achieved. The independent research task showcased students’ talent and demonstrated a sound ability to apply economic theory to current global issues.

Geography

- Year 7 Geography students attended an excursion to the National Zoo and Aquarium and the East O’Malley Woodlands. Students gained an insight into the ecosystems and threats to animals and explored a woodland ecosystem employing a variety of fieldwork techniques.

- The Year 8 Geography excursion involved a visit to Geoscience Australia to learn more about Earthquakes and Plate Tectonics. We also simulated a Volcano eruption and the students role-played the different parties involved in such a disaster. In 2012, we introduced a hazards-based scavenger hunt where the students had to decipher clues and collect information on notable recent tsunamis, volcano eruptions, earthquakes and avalanches.

- Year 9 Geography students analysed the Kony 12 campaign against child soldiers and did their bit by raising over $300 for an international organisation that champions this cause. The student’s organised a number of activities to raise awareness around the school of this issue. As part of their studies students argued for the rights of women in disadvantaged situations and saw at first hand the impact of rural decline in local towns around Canberra.

- Year 10 and Senior Geography students undertook independent projects fostering the development of their higher order thinking skills as they designed, conducted and reported their own individual fieldwork projects. In Senior Geography economic and environmental sustainability has been a theme running through all units. Excursions to Griffith and Sydney brought these to light in the complexity of running an agribusiness (JBS Feedlot and McWilliam’s Winery) or small scale organic farm, planning urban renewal, and developing a site for tourism in a highly competitive market.

Global Studies

- Global Studies students benefited from the partnership with ANU by attending a series of lectures at ANU on topics studied in class, such as political change in Myanmar.

- A “brown bag” lunch in the CGGS Boardroom was well attended, where a visiting lecturer talked about the impacts of pop culture on Indonesia politics and society.

- Students accessed mini lectures on a variety of topics and benefitted from advice on tertiary studies when they took part in the Asia Pacific Information Day at ANU.

- Visits to the National Library helped students to develop effective research skills.
- A shared picnic lunch with Japanese language students celebrated *Hanami*, cherry blossom season, and an end of year lunch in the courtyard brought the year to a successful end.

**Legal Studies**

- Legal Studies students studied a variety of legal subjects. Year 11 students were introduced to the Australian Legal System and Sources of Law as well as Criminal Justice. Year 12 students studied the law of Torts, Family Law, Human Rights and conducted research into a current legal issue of their choice.
- Both Year 11 and 12 students attended an excursion to the ACT Magistrates Court and the Alexander Maconochie Centre. As part of their time at the Magistrates Court, students sat in on a number of minor cases and were able to see the workings of the court. This was followed up by the students preparing a Court Report. At the Alexander Maconochie Centre custodial officers spoke with the students about their role in the prison and the many aspects to their jobs. They described life in the prison telling many a colourful tale. The students really enjoyed this session.

**History and Religion and Philosophy Faculty**

**History**

- The Year 7 History students enjoyed their excursion to Tidbinbilla and the National Museum in Semester 1. The excursion focused on Aboriginal History as an example of prehistory.
- The Medieval/Renaissance Day and assignment engaged the Year 8 students in the life of the time period.
- Year 9 students visited the National Museum on a half a day excursion to investigate Australia in World War.
- Senior students spent time at the National Library as part of their research program in all senior History courses.
- History Latin trip took place in January of 2012, a large group of senior History students led by Anne Ellis visited significant historical sites and monuments throughout Italy.

**Religion and Philosophy**

- Excursions and Incursions supported and complimented learning throughout the year.
- Year 8 students explored the concept of sacred spaces from Jewish, Christian and Muslim perspectives and heard from various guest speakers throughout the day.
- Year 9 students explored the philosophy of Metaphysics by viewing the film *The Matrix* and focused on Islam by hearing from a guest speaker from the Islamic tradition.
- Year 10 students engaged in a full day program to explore worldviews which involved an excursion to the Hindu temple in Mawson, the Carmelite Monastery in Red Hill and listening to a guest speaker who spoke about Buddhism.
- The senior religious studies class heard a range of guest speakers including philosophers and ethicists from Melbourne and Sydney Universities.
- Senior students also attended a seminar by British philosopher Peter Vardy held at Canberra Grammar School.
Information Services Faculty

Library
• The Library is a busy centre for study and research. The Teacher Librarians work with students and teachers to extend and develop information skills.
• This work was done in the following ways:
  o induction program for Year 11 students
  o familiarisation sessions with Year 7 students
  o teacher librarian assistance with research assignments
  o ad-hoc help for students in the library
  o intensive research guidance for senior students
  o library services available before and after timetabled lessons
  o comprehensive guides published on avoiding plagiarism and correct referencing
  o provision of the Turnitin plagiarism prevention service, along with instruction and interpretation
  o a range of online research databases available through the Library Portal
  o ClickView and DVC services (digital signage and educational video materials)
  o a developing collection of books, journals/magazines, audio visual material and equipment
• Library promotions were arranged during the year for:
  o Children’s Book of the Year Awards.
  o National Year of Reading (books in focus e.g. Wonderstruck by Brian Selznick, Lolli’s Apple).
  o Man Booker Prize Winners.
  o 200th Anniversary of the Brothers Grimm Tales.
  o How to use Research Databases.
  o TEAR Really Useful gifts.
• A Library Book Club was established this year and met every second week. The Library hosted The Great Book Swap for the Indigenous Literacy Foundation raising $200. Several iPads were purchased for staff and student use.
• A collection of KOBO eReaders has been established to enhance the fiction reading experience for all students. These eReaders will be available for loan and will be trialled by the Library Book Club and English reading lessons.

Information Technology and Independent Learning Program Curriculum
• The Year 7 Computing course consists of an introduction to general computer applications and grounding in file management in a networked environment. The students also created multimedia presentations using PowerPoint, built websites and learned about editing and manipulating graphics using Photoshop.
• In Year 8 Computing Studies students learned robotics programing that was used to become tour guides and created a tour around Canberra that their robots performed in the classroom. The girls also explored databases and the various applications for this programming. Graphics have also been explored throughout the year with a focus on Adobe Photoshop and Flash software.
• Year 9 IT students studied digital video using Adobe Premiere Pro CS5. Some students made stop motion shows others attempted an animated cartoon video featuring special effects
made with Adobe After Effects CS5. Other units studied were Spreadsheets and Visual Basic Programming.

- Some Year 10 Computing students participated in the National Computer Science School Challenge. This is a five week interactive programme run by the University of Sydney. Students are taught programming skills using the Python language and then have a number of questions to complete each week. There are scores, leader boards, forums, industry interaction and online help from tutors all over the country. While it has been a pretty steep learning curve for the students, their results have been outstanding. Year 10 students also enjoyed making their own computer games using Game Maker software.

- Year 11 IT students studied systems analysis and design using the waterfall systems design paradigm to design, build & document a software system in a Microsoft Access database. The students also learnt programming in C++ and number systems, designing & building logic circuits and Boolean expressions.

- Year 12 IT students worked on individual projects based around developing an App of their choice for the Android platform. They used Web 2.0 tools to build, test and document (using a suite of Google+ tools including the Blogger). They also learnt Object Oriented Programming using Java.

- All senior IT students attended the GET (Girls in Engineering & Technology) Set day program at ANU with senior Physics students.

- Years 10, 11 and 12 IT students visited the University of Canberra to see presentations about IT course, careers, and visit the INSPIRE Centre.

Independent Learning Program

- Throughout the year, the Independent Learning Program students from Years 9 and 10 created two products of significant rigour. Students were provided with the opportunity to take their special interests and talents to a higher level and within a guided framework of rigorous research and presentation a vast array of inquiry based products were developed and showcased.

- Independent learning skills were introduced, creative thinking skills explored and methods of inquiry developed. Students negotiated topics with their teachers and mentors and set outcomes to be demonstrated in their own independent inquiry areas. All products involved worthy topics that had a high personal interest to the student.

- Some of the product topics explored this year include: a psychology based essay exploring criminal minds, a drama performance raising awareness about the issues surrounding body image, a photographic journal capturing people as subjects, a fundraising project supporting pregnant homeless women, a presentation based on the analysis of the qualities of inspirational people, a book aiming to encourage vegetarianism, a journal of futuristic fashion designs, an illustrated book recounting family history and memoirs, a teen magazine focusing on equestrian fashion, a theme inspired cake decorating guide, a blog to raise knowledge and understanding of Ancient Greek culture, a factual book detailing different aspects of Ancient Egyptian culture, a musical blog inspiring others to learn how to play the guitar, a fundraising project raising money for cancer research and an interior design based project.

- Two showcases were again held to display the work of the Independent Learning Program students. Students invited their parents, mentors and teachers to see their final products and answered questions about the creative process. The Year 9 class visited the National Library’s exhibitions: Things: Photographing the Constructed World and Treasures Gallery,
enjoying the chance to see examples of products created by others and to consider different ways of presenting information and ideas.

**Languages Faculty**

- Latin Trip to Rome, Pompeii & Herculaneum in January 2012.
- German trip in December 2012.
- French performance from “Theatre LOTE Fantastique” for Years 8-10 French students.
- Representation of Senior Language students at Europe Day at ANU.
- Year 12 Spanish luncheon at Francisco’s Mexican Restaurant.
- Year 11 French cooking instruction and lunch at Le Très Bon restaurant.
- Year 9 Latin students visited the ANU Classics Museum.
- Senior German students “German Breakfast”.
- Year 9 and 10 German students to the ‘Goethe Institut’ to do a workshop on German fairytales.
- Japanese students form years 10, 11 and 12 attended the Asia Pacific Day at ANU.
- Year 8 Latin students attended the three day NSW Latin camp.
- Student exchanges with Nagoya Women’s University High School & Ichijo High School.
- Year 8 Languages Evening.
- Year 12 Spanish Luncheon – ordering in Spanish at “Guzman y Gomez”.
- Year 10 French students visit to French Patisserie and ordering morning tea in French.
- Language teams competed at OZCLO - Australian Computational and Linguistics Olympiad at ANU.
- Senior Latin Dinner (for Year 11 and 12 Latin classes) with CGS Latin students.
- External exams - ACL Latin exam.
- French students participated in the Concours George Vincent run by the Alliance Française.
- Year 12 Language students wrote a script and made a combined video as a promotion for Languages Week.
- All language students have access to computer activities once or twice a cycle.
- All Language students have access to a film in the language/culture once a semester.
- Students are able to use their own devices at the teachers’ discretion.

**Mathematics Faculty**

- Weekly Mathematics tutorials continue to be provided by volunteers one hour per week in the school library. Several teachers are continuing with their own arrangements for their students such as every Friday lunchtime.
- Boarding House Mathematics tutorials are provided weekly for four hours per week.
- Enrichment program continued for the top classes in Year 7 (The Dirichlet Enrichment Series), Year 8, (The Euler Enrichment Series), Year 9 (The Gauss Enrichment Series) and Year 10 (The Polya Enrichment Series).
- Year 12 Mathematics students competed in the ANU Mathematics Competition. Two school teams were accepted for the first time placing creditably in 6th and 15th places out of 40 teams.
- Use of graphics calculators as a teaching resource in Year 9.
- Graphics calculators now used by all off Years 10 to 12 with the exception of the learning support students.
- Use of mathematical applications in IT labs and classrooms where appropriate (Autograph, TISmartView, Graphmatica, Geogebra).
- House Mathematics Competition was held for the third time as part of Creativity Day at the end of Term 2 with Burgmann House breaking Waverley’s stranglehold of the previous two years.
- The national mathematics curriculum has now been introduced to Years 7, 8 and 9 with Year 10 being added in 2013.

**Personal Development, Health and Physical Education (PDHPE) Faculty**

- On Wednesday 5 September CGGS participated in the inaugural National Health and PE Day. 344 students and staff participated in the one kilometre walk, skip, jog or run around the Senior School oval, completing 344 kilometres.
- Year 7 PDHPE were given sample packs from Libra and Carefree as part of our “Adolescent and Change” program.
- Year 10 and 12 were involved in a speaker program including Paul Dillon from DARTA.
- Year 10 PDHPE ‘Issues Facing Women’ unit included a guest speaker program using local GP’s.
- Year 10 PDHPE were actively involved in a unique Semester 2 PE program, including choices such as Gymnastics Trampolining, Fitness, Minor Games and an accredited Bronze Medallion Swimming and Lifesaving program (56 students completed the Bronze course).
- Year 9 Sports Science were actively involved in an advanced PE unit, which also included an annual surfing experience to the South Coast, fitness sessions at Fitness First Deakin, archery, croquet, bocce and golf. They also observed coaching sessions across the School as part of the “Art and Science of Sports Coaching” unit.
- Year 10 Sports Science “In-depth Sports Study” unit organised and managed a sports event management carnival involving Year 7 students, this included liaison with Soccer Canberra development programs and other community services.
- The Year 11 and 12 Senior PE program included dance experiences in Zumba and Swing Dance. The program also including boxercise, a taekwondo (self defence focus) and a yoga program.
- Year 10 PDHPE and Year 10 Sports Science students were involved in sessions at Fitness First Deakin as part of the CGGS adopt a school program.
- CGGS conducted successful House Swimming, Athletics and House Sport carnivals
- CGGS students and staff participated in the 4th annual House Fun Run – a “Sydney City to Surf” type concept.
- In Term 1 a remedial swimming program called the CGGS Dolphin Club was offered to students to supplement the CGGS Aquatic program.
- In Term 3, a four week intramural activity in Cycling was offered to students and in Term 4 an eight week Badminton program.
- Year 11 Human Movement participated in practice and assessment sessions at the University of Canberra Anatomy and Physiology laboratories and ate in the dining Hall of the Australian Institute of Sport (AIS). They also participated in a guest lecture by AIS Dietitians.
• Year 12 Human Movement toured the Exercise Physiology and Biomechanics units at the AIS and participated in guest lectures by AIS Physiologists and a student forum lead by AIS Biomechanists. They also completed a fully accredited Sports First Aid and taping course facilitated by Sports Medicine ACT and were involved in a guest lecture from a Sports Psychologist.
• Bonnie Andrews 11D and Isabella Bain 11R were nominated for the Pierre De Coubertin awards for Olympism and were presented with an award at a ceremony in June.
• The CGGS Swim Fit Group continued on a Monday and Thursday morning, this included a breakfast club after the Thursday session.

**Science Faculty**

In 2012 CGGS opened a new Science Building with 11 labs, one class room, various meeting rooms, a prep room and a chemical storage room. Each fulltime teacher has their own lab with part time teachers sharing labs.

**Excursions**

- **Biology**
  - Ecology Field Excursion (Biology 2)
  - Sydney Botanic Gardens (Biology 2)
  - Green Machine (Biology 3)
  - National Botanic Gardens (Biology 4)
- **General Science**
  - Lower Molonglo Water Treatment
  - Museum of Human Diseases
  - Biotechnology and Genetic workshop
- **Physics**
  - Luna Park
  - GET SET (ANU)
- **Psychology**
  - Taronga Park Zoo (Primates)
  - Jewish Museum

**Incursions and Speakers**

- **Year 10**
  - CSIRO Phantastic Physics (Physics)
  - CSIRO DNA Extraction (Biology)
- **Year 10 Enrichment classes** had speakers throughout the year on science related topics some of which included
  - New courses available at ANU and CIT
  - Mt Stromlo astronomers (Classifying stars)
  - Flight Engineers (The theory of flight)
  - Commercial engineers (Solar technology)
  - Women in Engineering Visiting Speakers
- **Senior Classes**
  - Waterwatch Scientists (biology)
  - Practising psychologists (Psychology)
MIACT visiting speakers

Competitions and Activities

- A number of competitions and activities are considered part of the science curriculum and are undertaken by all students
  - Australian Science Competition (Years 7 to 10)
  - RACI Chemistry competition (Years 8 to 10 – extended classes only; Senior Chemistry classes)
  - CSIRO CREST program (all Year 8 students)
- A number of national wide competitions are offered to students on a self-selecting basis
  - Rio Tinto Science Olympiads in Chemistry, biology and Physics
  - University of Sydney Gifted and Talented Competition
  - National Youth Science Forum
  - Youth ANZAAS
  - RACI Titration competition
  - University of Armidale Forensic Science camp
  - SEA*ACT Science Fair
  - BHP Billiton Science Awards

Additional Activities

- As part of our Enrichment program in Junior Years, some science students have been involved in additional activities. These included:
  - Year 7 students have completed part of the Jason Project, an international integrated program for middle school students which centres on application of scientific principles to studies of Physics.
  - Year 8 students have been involved in the Crest Competition
  - Science Club – this has run throughout the year, either at lunch times or after school, its main aim is to encourage students to follow their interests in science, activities are based on the interests of the students and a number of excursions were organised throughout the year.
  - Questacon Explainer training – this is an activity which involves training as an explainer for the displays at Questacon. This is a year-long commitment and we usually have three to four students attending the training.

Senior School - Co-curricular Activities

The CGGS co-curricular activities program continued to develop during 2012, both in terms of the participation rates by students and in the number and style of activities offered.

The program remained as a non-compulsory for students, but the participation rates are excellent, showing that students value the breadth and depth of activities provided.

Co-Curricular Expo 2012

At the start of each calendar year, students are encouraged to join as many co-curricular activities as they are interested in. An expo held in the Senior School Hall on 22 February provided a convenient location and time for the full range of clubs, societies and sports to be
showcased. Students, particularly those in Year 7 or new to the School, were able to find out what is involved in various activities by talking to staff and the relevant captains.

**Sport**
The number of teams fielded by CGGS in all sports were either maintained or increased in 2012. CGGS had:

- 10 winter and 10 summer basketball teams;
- 32 winter and 6 summer netball teams;
- 5 winter hockey teams;
- 3 indoor hockey teams;
- 3 waterpolo teams (summer and winter);
- 11 soccer teams;
- 8 futsal teams;
- 3 dragon boat crews;
- 23 rowing crews; and
- 2 touch teams.

As well as these teams, some 250 students participated in team tennis, orienteering, equestrian, snow sports, cycling, swimming and athletics along with social badminton, swimfit, aerobics, sailing, zumba and bellydance.

**Sporting highlights for 2012**

- At the National Dragon Boating Championships in Melbourne, CGGS won the Australian Junior Women’s Dragon Boat Title in the 500m event, and placed second and third in the 200m event. In the combined events, CGGS/CGS won the Australian Junior Mixed in the 200m event. Having qualified for the World Titles in 2011, CGGS attended the World Club Crews Championships in Hong Kong, coming home with the highest medal tally of all clubs attending (seven gold, five silver and one bronze medal).
- Year 4 skier Isabella Davis took 1st place in two key events in her age division at the Thredbo Cup.
- School Sports Captain Natalie Archer competed at the World Schools' Cross Country Championships in Malta.
- Year 8 swimmer Madaleine Thomas-Beck won several medals at the New Zealand Championships and set a new ACT Swimming Record in the 50m Butterfly for Juniors (12 and Under).
- The CGGS Senior Basketball team travelled to Melbourne to play in the National Schools' Basketball Championships, having won the Kate Patterson Cup for ACT School Championships.
- At the ASC Athletics competition, 56 girls competed for the School with some outstanding results. CGGS took out the ASC Athletics Shield for the second year in a row, beating St Clare’s College by more than 200 points. 29 students qualified for the ACT Schools Championships.
- In soccer, CGGS teams in Divisions 2 and 3 received the Capital Football Fair Play award for the second year running. Overall, CGGS won three premierships – the U/13 Div. 2, the U/13 Div 3 and the U/15 Div 2 competitions. 3 CGGS players were selected in the final squad for the 2012 ACT U19 Schoolgirls Football Squad. Capital Football has
congratulated CGGS for putting 14 new soccer referees through the Level 4 Junior Referee Beginner Course.

- A team represented CGGS at the Australian Cross Country Championships in Adelaide. Year 7 student Capella Maguire won her race and is now 12 year old National Champion.
- In netball, CGGS teams achieved six grand final victories. CGGS netballers Brydie Hughes, Niki Karapanagos, Anika Piira and Jessica Baldwin were part of the team who won the ACT U15 Junior Representative Netball Championships. This is the third year in a row that these girls have been in the team to win the ACT Championships for their age division.
- Jessica Cooper was selected to participate in the Australian Nationals Touch Football in Port Macquarie.
- Three CGGS students represented the ACT at the Australian Schools Orienteering Championships in Tasmania.

Drama
- Drama Teacher Sophie Benassi coordinated an advanced acting workshop at the School run by National Institute of Dramatic Art graduate Olivia Simone with Western Australian Academy of Performing Arts graduate James Monarski.
- The CGGS Drama production Steel Magnolias was nominated for a number of Canberra Area Theatre Awards. The show also raised $3,000 for local Canberra Charity Marymead with the funds going directly to the Centre for Early Life Matters.
- 2011 CGGS Year 12 student Rebecca Attanasio won Best Youth Actress in a leading role in a play at the CAT Awards for her role as Elizabeth Bennett "Lizzie" in the production Pride and Prejudice.
- Best youth actress in a leading role in a play was awarded to Gill Greig as M’lynn Eatenton and best director of a school or youth play to Sophie Benassi.

Dance
70 dancers participated in the Ausdance Youth Dance Festival. The theme was “Heroes” which was interpreted by the senior group in a piece titled A Hero Walks Away looking at the issue of domestic violence and by the junior group in “The Mechanics of a Hero”, questioning what it takes to make a hero.

Music
- The Chorale performed as the opening act at Canberra's Voices in the Forest concert at the Arboretum, and alongside world famous Korean opera star, Sumi Jo. The audience of more than 4500 had a wonderful afternoon enjoying some of Canberra's best musicians.
- 20 students from the Gabriel Singers went to Melbourne for a week-long Music Festival at St Michael's Grammar School. This Festival involved students from the six schools established by the Sisters of the Church in Australia and New Zealand. The students participated in the premiere of a commissioned work especially for this occasion.
- The Burrows Jazz Band, String Orchestra and Chamber Orchestra performed at the National Eisteddfod, with all three groups being awarded a Gold Award. CGGS string groups were the only two groups on the day to achieve gold awards, then going on to being awarded the overall Platinum Award.
• Elizabeth Gibbs, Sarah English, Cora Fabbri and Becca Buckley were chosen to represent CGGS in the inaugural ACTcent Concert to showcase performances from the best Year 12 music students from ACT Colleges and Schools are.

• The Motet Choir, Symphonic Wind Band, Symphony Orchestra and the Guitar Orchestra travelled to Western Australia to perform with a number of different schools and groups and to participate in ANZAC Day Service. The musicians from the Combined Canberra Grammar Schools provided all the music for the Dawn Service at the Gosnells RSL on ANZAC Day.

Other Activities

• Amnesty International is a committed group of students actively supported the work of Amnesty International, through regular meetings, letter writing and awareness raising activities.

• The Duke of Edinburgh program at CGGS grew to 51 students registered as either Silver or Gold participants, with four staff members supporting the program. Five expeditions were held, to Kosciusko National Park, the Budawangs National Park, the Nadgee wilderness area, the Royal National Park in Sydney and to Mt Jagungal.

• Film Crew, also known as “Studio Flair”, this group started by assisting the recording of all events at CGGS then grew into a larger program of creating a news channel and entering film competitions. Year 12 student Claudia Padanyi-Ryan was awarded the ATOM (Australian Teachers of Media) Best Senior Secondary Music Video award at a ceremony in Melbourne. Three of the four category finalists were from Canberra schools, including two finalists from CGGS.

• Ichthus is a group that meets regularly to affirm their Christian commitment and to explore many aspects of faith with their peers. In 2012 the group explored the concept of prayer, with a focus on how students utilise prayer, their personal beliefs and traditional uses of prayer in their lives.

• The Indigenous Focus Group hold regular meetings with discussions on diverse topics such as land ownership, the “Close the Gap” campaign and Reconciliation Week. The founder of the Indigenous children foundation, Yalari, was invited to address a school assembly. Proceeds from fundraisers were donated to Gugan Gulwan, an indigenous community centre in Wanniassa. A book swap event was held in support of the Indigenous Literacy Foundation.

• Mock Trials - CGGS entered two teams into the University of Canberra Capital Region Mock Trial Competition. We were proud to have one team contesting the final against St Mary Mackillop College. The team consisted of Loren Parsons, Harriet Farlow, Natalie Kong, Zoe Holloway and Audrey Choy. After an outstanding performance by all members, CGGS won the Competition.

• Technical Production Group 2012 saw an increase in student-led activities as the technical skills of the senior students increased. The regular training sessions started to focus more on the management of productions from a technical viewpoint, rather than just the operation of equipment. Functions supported by the Tech Crew included:
  o Performances, videos etc at weekly assemblies
  o Summer Shorts student production
  o Year 9 and 10 Drama Production
  o Senior Drama Production
- Visiting speakers
- CGGS Gropfest movie event
- Junior School musical
- Major concerts (e.g. Spring Concert)

- Chess Club provides an opportunity for those who enjoy chess, or would like to learn chess, to find a safe and quiet place to pursue that interest. The Chess Club meets weekly at lunch time and caters for anywhere from 4 or 5 to over 20 each week. It is usual for more mature and experienced players to tutor and assist newcomers, and this has seen some personal development in social skills and confidence for those involved. The members of the Chess Club assisted with the organisation and running of an all day, formal chess competition as part of the CGGS Creativity Day at the end of Semester One.

- Debating and Public Speaking 2012 saw the increasing popularity of Debating and Public Speaking continue. Some 130 students participated in inter-school debating and public speaking competitions. As well as numerous teams reaching finals and some winning their divisions, many individual awards were achieved. Of particular note was CGGS student Kate Johnston who was selected to take part in the World Individual Debating and Public Speaking Championships in Durban. Competitions entered included:
  - ACT Debating Union competitions (all levels)
  - The Legislative Assembly debates
  - ACT Constitutional Convention
  - AHIGS speech festival

- The Nexus Club attracts students with alternative interests and is open to all who enjoy the fantasy or science fiction genre. 60 students and three staff held weekly meetings which explored the evolution of the themes, characters, literature, movies and TV series relating to any aspect of fantasy or science fiction. In 2012 the group explored the history of some classic films from the 1960s to 1990s, inspiring them to write their own classic fairy tales.

- Ceramics is a 10 week course that allows students to experience the medium of clay. A practicing ceramic artist, Alex De Vos from Flaming Gargoyle Pottery tutored students on different techniques including hand building and wheel work. By the end of the course the girls produced several ceramic pieces and improved their understanding of and technical ability with clay.

- Future Problem Solving (FPS) is a program for gifted students and the competition involves completing a booklet of six steps used to solve problems that arise in a future scene. This booklet must be completed within a two hour period. Two teams from CGGS were invited to the National Finals and competed against 32 other teams in their division. The competition was held at Ivanhoe Girls’ Grammar School in Melbourne.

- The Safe School Committee promoted cyber awareness in both the Junior and Senior campuses as CGGS strives to become an eSmart School. The group hosted the annual Harmony Day events where students and staff of many ethnicities participated in the fashion parade of traditional dress. In August, the committee hosted an inaugural Cyber Awareness Week. Activities included a fundraiser for the Alannah and Madeline Foundation taking a stand against bullying and the annual Father Daughter/Son breakfast where parents, students and staff were addressed by local IT specialist Scott Deacon about online boundaries. The AFP presented a forum on the goings on “behind the scenes” on the internet.
• In 2012 the provision of informal or non-competitive activities to promote health and well-being continued. The activities were designed to be an enjoyable opportunity for students to engage in exercise. Social badminton was introduced with great success with over 60 students participating at different times, and a regular after school session provided for 30 regulars. Also, an external trainer started a fitness exercise program enjoyed on a weekly basis by around 30 to 40 students. Non-competitive activities included:
  o Badminton
  o Fitness
  o Swim-fit
  o Zumba
  o Belly Dancing
  o Tae Kwan Do
  o Beginners Mountain Bike riding

**Pastoral Care**

At CGGS Pastoral Care builds and supports the entire school community making connections between its members. It encompasses all aspects of school life through a combination of structured activities and personal relationships. Pastoral Care is concerned with the total well-being of individuals within the School community and with the development of the whole person.

**Community Events**

**ORGANised Walk**
A number of senior students attended the ORGANised walk, held in February, during Organ Donor Awareness Week. The walk is designed to raise awareness and community discussion about organ donation.

**Special Presentations**

**Scott Darlow Indigenous Studies**
Year 7 and 11 students attended a powerful and inspirational performance titled *Aboriginal History* by Scott Darlow, during the Pastoral Care Personal Development program on 8 April. Scott taught about events that have happened since 1788 that have seen the country provide “Sorry Day” and “Reconciliation Week”. He draws upon stories from elders, factual history and his own story as well. Both the lesson and the music are wrapped up in a mix of rock music, storytelling, comedy and Aboriginal culture.

**Paul Dillon**
Paul Dillon, an inspirational and informative speaker, connected with Year 12 and 10 Students as they face the pressures to use alcohol and drugs. He highlighted the fact that a significant number of young people choose not to use these substances. He provided real life stories along with comprehensive research using positive language to inform us about preventative actions to
combat drug and alcohol abuse. Paul advised the students about how to keep safe and what they should do if a friend has consumed too much alcohol.

**Initiatives**

**Creative Minds Day**
On the last day of Term 2 students took part in the House Creative Minds competition. There were 20 different events, including debating, public speaking, dance, drama, chess and Masterchef. Individual events were won by each of the Houses. It was a great day, allowing students to contribute to their Houses in new ways and demonstrate previously hidden talents.

**BOHO Alive**
This program focuses on the well-being of our boarders. CGGS formed a new community partnership with Alive Health and Fitness, so the services of qualified instructors deliver classes in Pilates, yoga, self-defence and cardio, strength and aerobic exercises each Wednesday evening over three terms. Boarders across each year level participated enthusiastically and evaluated the program with very positive response: “It was great, it helped us all keep fit“ and “love it.”

**Safe School Value Added Activities and Actions**
CGGS Safe School Committee has continued to raise awareness about the importance of all members of the School community being able to learn and teach in a safe and supportive environment free from all forms of bullying, harassment, violence, abuse and neglect. The approach used by this committee is one of creating connections in social relationships for students across the whole School.

- Open Day Displays and Tours.
- Assembly Presentations in both the Junior and Senior Campuses.
- Youth Interact conference participation.
- Publicity and updates about current issues on the Safe School noticeboard.
- Addressing the issue of conflict versus bullying and bullying and sport.
- Visiting Tutor Groups to promote safe school practices.
- Newsletter items on Safe Schooling issues.
- Inviting guest speakers to address different year groups about cyber bullying.
- Father daughter/son breakfast.
- Australian Federal Police guest speaker on “Behind the Scenes” of the internet.
- Cyber safety awareness week.
- ESsmart program.
- Harmony Day to celebrate cultural diversity.
- The Safe School Room for active engagement, e.g. Trivia Competitions.

**House Charities and Community Service**
Each House supported a diverse range of charities and community service activities in 2011.

**Burgmann**
- Burgmann House students raised over $1000 for Jeans for Genes Day.
- Supported Anglicare with cans and a winter blanket appeal.
- UN Homes for Women.
• Red Cross Direct Appeal for the NZ quake.
• Baragwaneth Hospital.
• Breast Cancer.
• East Timor.

Deakin
• Deakin continued their support of various charities.
• National Bandana Day – sale of Bandanas and a BBQ to raise funds for and awareness of the work done by CanTeen.
• Shepherd Centre – purchase of educational toys and other items for the centre at Rivett.
• Anglicare – members of the House were encouraged to bring in a gift to be placed under the Christmas tree in Chapel for distribution to the wider community.
• Some groups also chose to raise money for Diabetes and for the RSPCA.

Glebe
• Started the year with our Glebe House breakfast and followed this in Term 3 with the Glebe House Family Dinner; attended by more than 100 people including tutors, students, parents and other family members. A very successful and enjoyable evening was had by all raising money and awareness for Headspace ACT.
• Glebe celebrated and raised awareness of the positives of good mental health on R U OK? Day. Tutor Groups provided health food options as well as ways to de-stress.
• Glebe House students enjoyed a scavenger hunt and BBQ evening with Hay House of Canberra Grammar School.
• Year 7 Glebe girls combined with Year 7 Burgess House at CGS for an exciting trip to the snow.
• This year Glebe also supervised a new stall at the P & F Fete – The Reptile Stall which proved to be a very successful and interesting addition.
• During the year we also had a number of House BBQs where students and staff we able to relax in the new House room.
• At the end of the year, Glebe House also supported the Anglicare Christmas Giving Appeal.

Kilburn
• Kilburn House promoted Red Nose Day raising more than $1,500.
• Tutor groups raised various amounts of money for Cancer Council, World Vision, Anglicare Christmas Giving Appeal and Foster Care Bags and Karinya House.
• Kilburn House students enjoyed ice skating as well as a film and pizza night with Eddison House of Canberra Grammar School.
• Kilburn House Breakfast; attended by over 100 people including tutors, students, parents and other family members. A very successful and enjoyable morning was had by all as a part of the P & F Community Building Program.

Robertson
• Raised money for The Children’s Hospital at Westmead.
• The House held regular breakfasts and lunches to increase community feeling between students.
• Individual tutor groups had lunchtime gatherings as well as regularly celebrating tutor group members’ birthdays.
• Tutor Groups raised funds to donate blankets for the Anglicare winter appeal.
• Tutor Groups raised funds for charities including Cerebral Palsy Australia and the RSPCA.
• The House raised money to support the CGS House Garran’s appeal for the Leukaemia Foundation.
• Students attended the ORGANised Walk (for Organ Donation).

Waverley
• Waverley House supports the Cancer Council as its main charity raising funds for cancer research and treatment:
  o In May the House hosted a MasterChef’ baking competition for Australia’s Biggest Morning Tea and;
  o In August ran a market day of food stalls and sold daffodils for Daffodil Day.
• The House supported the Anglicare blanket drive with each Tutor Group raising funds to donate a blanket each.
• All years and their parents enjoyed a fun Breakfast as a get to know you activity in March.
• Year 11 and House Captains hosted a games afternoon for Year 7’s as part of the Peer Support program.
• Waverley and Burgmann House at CGS organised a joint Ice Skating afternoon at Phillip Ice Skating centre to promote social links between the Houses.
• The House hosted regular lunchtime barbecues and breakfast feasts to strengthen the House community.
• Tutor Groups also separately raised funds for a range of other charities and community events such as RSPCA, World Vision and TEAR.
• Tutor Groups were also encouraged to socialise through tutor group lunches and by celebrating birthdays and other events to strengthen community bonds.

Staff Professional Development

Professional development is an integral part of the overall learning culture at CGGS. All staff are required to participate in School Professional Development Days, there are opportunities for staff to engage in other professional development activities. Each year the professional development needs of the School are reviewed and annual goals established. All staff will also undergo professional enrichment under the guidance of an appointed Staff Enrichment Leader within the Staff Enrichment Program.

Professional Development activities undertaken by Senior School staff during 2012 include:

<p>| 16th Street Actors Studio - Larry Moss Workshop “Auditing” |
| 17th National Outdoor Education Conference |
| 2012 National History Conference |
| A Call to Outdoor Educators in NSW - hosted by Knox Grammar School |
| A Day with Phil Beadle - Teaching Creatively - Know Grammar School |
| ABSA National Conference |</p>
<table>
<thead>
<tr>
<th>Event</th>
<th>Details</th>
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<tr>
<td>AC &amp; Streaming working party - ACT Dept. of Education &amp; Training Telopea School</td>
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<td>Accidental Counsellor Training - Rocky Biasi</td>
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<td>ACEL Conference ANU</td>
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<td>ACER - Understanding NAPLAN Numeracy</td>
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<td>Achper Conference</td>
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<td>ACS Seminars - Australian Careers Service</td>
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<td>ACTSA 2012 Curriculum Symposium</td>
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<td>ACT PC Network Leaders - Managing Ourselves</td>
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<td>ACT Teacher Mentor Program - TQI</td>
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<td>ACT Training Part 1 - ACT Mindfully</td>
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<td>ACTATE - Imagine; Creative Writing in the classroom</td>
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<td>ACTMEN Music Teachers' Conference</td>
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<td>Ad Writing Training Seminar - SEEK</td>
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<td>Addressing Non- Melancholic Depression in the Anxious and the Perfectionist - Black Dog Institute</td>
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<td>Advanced Training TT8.1 - Timetabling Solutions</td>
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<td>Advertising Marketing &amp; Media Summit 2012 - Elite Media</td>
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<td>Annual Yalari Workshop</td>
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<td>Anthony Wong - Acting Masterclass</td>
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<td>AST Marking Workshop - BSSS</td>
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<td>Australian Curriculum Senior Years Consultation Forum</td>
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<td>AV Training - Sound Advice</td>
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<td>BEA Biennial Conference 2012</td>
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<td>Beginning Italian 1 - ANU</td>
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<td>Beginning Teachers Workshop - Innovative Education and Training</td>
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<td>Bell Shakespeare Teacher Forum 2012</td>
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<td>Brief Intervention Smoking Cessation Session</td>
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<td>Bringing Your Alumni Magazine to Life</td>
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<td>Building Relationships: Archives and Alumni</td>
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<td>Certificate 111 Outdoor Recreation/Outdoor Leaders Mentoring Program</td>
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<td>Chemwatch Gold 3</td>
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<td>Civics and Citizenship National Forum - ACARA</td>
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<td>Coaching the Junior Athlete</td>
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<td>College Consulting International - US College Admissions Process</td>
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<td>CONASTA 61 - Australian Science Teachers Association</td>
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<td>Connections: People Matter - AIS NSW</td>
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<td>Creating Engaging ESL Classrooms - Ralph Pirozzo - Promoting Learning International</td>
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<td>Dance Festival Music Editing</td>
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<td>Difference Differently -Evenbrite</td>
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<td>Diploma of Management BSB51107</td>
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<td>Directors of Music meeting - King's School</td>
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<td>Directors of Studies Conference</td>
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<td>Event</td>
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<td>Domestic Postgraduate Tuition Fee</td>
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<td>Duty of Care Workshop</td>
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<td>EDUC Math Curriculum Studies course</td>
<td>exam</td>
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<td>Ellen Burstyn Masterclass</td>
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<td>Emerging Leaders - Ideas, Innovation, Impact</td>
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<td>Empowered Learning</td>
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<td>Evidence Based Techniques to Treat Conditions</td>
<td>TATRA Corporate and Allied Health Training</td>
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<td>Executive Personal Assistants</td>
<td>AISNSW</td>
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<tr>
<td>Facilitators Workshop - Tournament of Minds</td>
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<td>GIS Workshop - ACT Education and Training</td>
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<td>Global Relations Course Writing</td>
<td>BSSS</td>
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<td>Group &amp; Online workshop (IB Diploma Program) Biology</td>
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<td>GTAV annual conference 2012</td>
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<td>History Head Teacher Professional Development Day</td>
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<td>Home Economics Victoria Education Conference 2012</td>
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<td>How to Develop A School Environment Management Plan</td>
<td>CTL/ACT Env &amp; Sust Dev, ACT Smart</td>
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<td>HR Practices Day 2012 - AHRI</td>
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<td>IEU Pedagogy in the Pub Workshop: Environmental Sustainability in the Classroom</td>
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<td>Inclusive Education - Improving academic outcomes for struggling students</td>
<td>SPELD</td>
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<td>InTERACT - Iterate: a Google CS4HS workshop for School Teachers</td>
<td>Secondary Stream</td>
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<td>InTERACT: Iterate: CS and IT Stream</td>
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<td>International Conference - adape Australia</td>
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<td>Introduction to BSSS for new teachers</td>
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<td>Introduction to Meridan - Day 2 - MicrOpay Meridan</td>
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<td>iPad for Educators</td>
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<td>Jack Newton Junior Golf</td>
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<td>K-12 Masterclass - IWB Net</td>
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<td>Kids in Cyberspace - Generation Next</td>
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<td>Kodaly Autumn Music Seminar 2012 - KMEIA</td>
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<td>Leaders Wilderness Advanced First Aid Course</td>
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<td>Learning Paradigms: integrating Web 2.0 tools and digital literacy in your school</td>
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<td>Master of Education (IB) - Units completed</td>
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<td>Mental Health and Well Being of Young People 2012 - Generation Next</td>
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<td>Mental Health First Aid (Youth) Version - Mental Health Intervention Skills Training</td>
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<td>Mission Builder Program (short term volunteer - Mexico) - Youth with a Mission, San Diego/Baja</td>
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<td>Mpower Girls workshop - Stride</td>
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<td>MSA National Conference (Music Sec of Australia)</td>
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<td>MSSD Online - AIS and NSW Department of Educations</td>
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<td>Music Staff PD - presented by Monty Mumford</td>
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<tr>
<td>Narrabundah College Languages Faculty - IB Group 2 Planning Day</td>
<td>New Course Document</td>
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</table>
| National Centre Against Bullying Conference 2012
| National Employer of Choice Conference - National Leadership Institute
| National Visual Arts Education Conference - National Art Gallery and National Portrait Gallery
| New Perspectives in the Diagnosis and Treatment of Mood Disorders - Black Dog Institute
| Overview Training Course - Timetabling Solutions
| Phone consultation with Timetabling Solutions
| Renewable Energy Day CIT Bruce
| Ross Todd Presentation
| Safe Food Handling training
| Science Teachers Workshop - Biology
| Senior First Aid Course - St John Ambulance
| Senior First Aid Course - Australian Red Cross
| Simplify Cataloguing - New Deal Training
| SMA Heads Injuries and Concussion Workshop
| SMA Kinesiology Taping Workshop
| SMA- Sports First Aid
| Sports Medicine Australia Senior First Aid Course
| Strategies for Teaching Girls
| Supervising Food Safety - Statement of Attainment
| Sydney Symphony - Conducting Workshop
| Taxation and Payroll Training
| Teacher as Producer CTL
| Teaching Christianity Today - Wombat Education
| Teaching Classics for a Better World - Classical Languages Teachers Association Inc.
| Teaching Middle School RE - Dialogue Australasia Network
| TELL Facilitators Course (Teaching English Language learners)
| The Networked Classroom - TTA
| The Psychology of the 21st Century Adolescent
| The Pull of the Future 2012 and Beyond - AHISA Pastoral Care Conference
| The Sydney Biennials
| Theory of Knowledge PD - by Peter Kyriacou
| Ti-Nspire Navigator Inservice - Peter Fox
| Top Rope Climbing Course
| Transforming and Reinvigorating a Language Program Models for Success
| Treating Bipolar Disorder from a psychological perspective - Black Dog Institute
| UAC/VTAC Information Session
| UC unit - High Speed Networks PG
| Understanding Autism Spectrum Disorders
| University of Melbourne Open Day
| Wellbeing of Young People - Generation Next
| Windows in the Classroom - ACER
Junior School and Early Learning Centre

The Academic Program
In the Early Learning Centre (ELC) and Junior School students are engaged in ways that are developmentally appropriate and challenging. During 2012 the dedicated teaching staff continued to work collaboratively in developing knowledgeable, inquiring and caring young people through the rigorous Primary Years Programme (PYP) and high standards of the IB. The PYP continues to provide a defined and cohesive curriculum framework with all teachers implementing quality units of inquiry in their classrooms. All teachers have high expectations of their students and readily communicate these with the students and their families. Maximising achievement in a precise and personalised way is the focus across all year levels.

Value is added to student outcomes by providing a rich differentiated and globally relevant curriculum within the framework of the IB’s PYP framework and drawing content from the Australian Curriculum documents for English, History, Mathematics and Science and the ACT’s Every Chance to Learn document. Throughout 2012 the staff have been engaged with the Australian Curriculum’s documents for Creative Arts, Geography and Physical Education and Health as per our obligations to ACARA.

As an authorised International Baccalaureate World School and a leading independent school, the standard curriculum included the opportunity to study several subjects under the tuition of experts in their field: French, Creative Arts (Visual Arts), Creative Arts (Music); Personal, Social and Physical Development and Religion and Philosophy and Library and Resource skills. This curriculum program was enhanced by a range of complementary curriculum programs, opportunities to develop social, leadership and citizenship skills, and opportunities to develop skills talents and interests in a variety of fields in the co-curricular program. All teachers participated in the co-curricular program outside class hours.

Open and honest communication is a key priority in further establishing strong relationships between home and school. This is evident in the student led conferences. During student led conferences all students are given the opportunity to share their learning and their achievements with their family and identify personal goals and areas for improvement. The Junior School is proud of its high academic success as indicated in school data and community feedback. The pride is evident in the professional approach and attitude of all staff, which is clearly reflected in their daily behaviours and action.

Canberra Girls Grammar School Junior School campus and its Early Learning Centre are co-educational from the ELC through to Year 2 at which time the boys transfer to other settings. Student enrolment in 2012 was approximately 623 including the enrolment of 115 children in the ELC, of which approximately 46 students attended part-time (23 FTE). In total, 27 classes operated in 2012, from Reception (3-4 year old ELC) through to Year 6. Due to ever increasing demand, an additional class in Year 6 was established in 2012, which saw 100 students in Year 6.
NAPLAN
Percentage of Years 3, 5, (7 and 9) Students Meeting National Reading, Writing, Language Conventions and Numeracy Benchmarks.

<table>
<thead>
<tr>
<th>Yr</th>
<th>Reading</th>
<th>Writing</th>
<th>Language Conventions</th>
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<tbody>
<tr>
<td>08</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>09</td>
<td>100</td>
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<td>10</td>
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<td>11</td>
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<tr>
<td>12</td>
<td>100</td>
<td>100</td>
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</table>

Yr 08 09 10 11 12 08 09 10 11 12 08 09 10 11 12
Y3 100 100 100 100 100 100 100 100 100 100 100 100 100 100
Y5 *99 100 100 100 100 100 100 100 100 100 100 100 100 100

YR | Spelling | Numeracy |
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<tbody>
<tr>
<td>3</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>*99</td>
<td>*99</td>
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</tbody>
</table>

*1 student

This information has been retrieved from the SMART website.

NAPLAN RESULTS for Year 3 2008 to 2012

![Graph showing NAPLAN results for Year 3 from 2008 to 2012]
Average Standardised Assessment Results (NAPLAN Means) for Years 3 and 5 Students for 2012.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Language Conventions</th>
<th>Numeracy</th>
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</thead>
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<tr>
<td>CGGS</td>
<td>522.3</td>
<td>469.9</td>
<td>481.1</td>
<td>524.7</td>
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<td>ACT</td>
<td>445.4</td>
<td>416.8</td>
<td>419.8</td>
<td>439.9</td>
<td>411.1</td>
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<tr>
<td>AIS</td>
<td>470.8</td>
<td>435.8</td>
<td>442.9</td>
<td>473.1</td>
<td>437.3</td>
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<td>Year 5</td>
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<td>Spelling</td>
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<td>552.4</td>
<td>541.1</td>
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<td>486.0</td>
<td>499.7</td>
<td>512.9</td>
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<tr>
<td>AIS</td>
<td>546.8</td>
<td>499.3</td>
<td>522.6</td>
<td>548.2</td>
<td>535.1</td>
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</table>

Junior School Attendance Records
Junior School attendance is electronically recorded using a facility within the Synergetic Data base. Class teachers record and submit morning attendance at 8:50 am and afternoon attendance at 1:30 pm. On notification from parents/guardians, reasons for absence or late arrival are recorded by Reception staff. If no notification is received by 9:30 am, Reception staff contact the parents/guardians. When a class teacher is absent, relief staff complete a hard copy of attendance and submit to Reception for electronic recording.

Student Support
A seven-member team worked closely with the classroom teachers and other professionals to ensure the needs of students requiring special support with their learning are addressed. This team consisted of two full-time student support teachers, one of whom is a qualified Reading Recovery teacher, the School Counsellor, the Curriculum Co-ordinator and the School Executive Staff. All students referred to the team were assessed, their needs determined and triaged, and support provided in a variety of appropriate in-class or withdrawal contexts with the student support teachers and/or one of several teaching assistants who are trained in early reading.
strategies and remediation. Most students were referred for literacy issues, some for ESL and some for more generalised learning or social difficulties.

**Additional Student Support Services**
Through the Student Support Program students are referred to and access the services of other professionals who cater for learning difficulties and impaired hearing, and who provide speech therapy, occupational therapy and other counselling services. The School facilitates access to government funding for specific disabilities where appropriate.

Students’ pastoral care is also monitored through the Student Review program. This program consists of regular meetings with the class teachers of one Year level, all single subject teachers concerned with that Year level, the School Counsellor and relevant Executive staff. The Junior School has also installed sound field distribution technology in the nine Junior Primary classrooms and the Hall has a sound loop.

**Thinking and Reasoning Enrichment and Extension (TREE) Program**
This program was offered to identify students, from Years 2 to 6, in workshops related to the Mathematics Program being studied in the classrooms. Students who would benefit from the program were identified and offered the opportunity to participate. This model consisted of a series of workshops related to the classroom Mathematics programs. These workshops were designed to supplement the enrichment and extension already occurring in these areas in the classroom. The groups are flexible and students were referred to the program by class teachers depending on the focus and interest of the workshops. The sessions were of one hour duration each week.

**French Enrichment Program**
The French Enrichment Program is designed to enhance the achievement and enjoyment of French for those students who were new and have not studied French before, as well as for those who are still trying to cope with the demands of learning a second language. It was a weekly half hour small group withdrawal program for Years 3 to 6. French Extension continued as part of the class differentiated program.

**Academic Competition Program**
Students in Years 1 to 6 had the opportunity to participate in a variety of academic competitions as appropriate to Year level. These included:
- ICAS assessments in English, Science and Mathematics.
- Tournament of Minds: CGGS represented the ACT with success at national level in Perth.
- GATEWAYS: CGGS represented the ACT with success at national level in Melbourne.
- Maths Olympiads.
- Maths Challenge Series.
- Future Problem Solving.
- Mathletics.
- Dorothea Mackellar Poetry Writing Competition.
Incursions and Excursions Program
All students participated in incursions/excursions which were organised specifically to support and enhance their Units of Inquiry or other specialist areas in the classroom. These included visits to national monuments and institutions, and local sites of environmental, scientific, social and/or historical significance. All classes had the benefit of a raft of expert guest speakers. Some speakers attended and spoke at whole school assemblies including former students, patrons of charitable organisations and senior school students.

ICT/Technology Enhancement Program
Used as an integral teaching tool, the Junior School has Interactive Whiteboards in all classrooms. This technology has also been installed in some specialist areas, such as the French Room and the Art Room. The Music Rooms and the Library will have this equipment in 2013.

All classes had regular, weekly in most cases, access to the Computer Laboratory where there are 25 computers, with additional computers in the Library and in a number of classroom pods for sharing. A set of 78 netbook computers are stored in the Library specifically for student use and easy access for classes located at the first floor level. In 2012 classes at the ground level had a half class set of netbooks installed in every pod, shared by the adjacent two classes. This resulted in greater flexibility and access for all students and teachers in the Junior School.

Each teacher/class has a digital camera to record class events and every class teacher recorded a class documentary over the year. The DVD produced provided an overview of a typical week in the life of the class with further highlights from other significant events, such as camp, concerts and special assemblies. All parents received a copy of their child’s ClassMovie.

Phonic Ear Technology/ Sound Field Distribution
Classrooms are auditory and verbal based places, where the instructions and teaching is predominantly verbal and therefore requires optimum speech to noise ratios to be effective. This technology introduces “sound field amplification” which allows teachers to speak in a normal voice wherever they are within the classroom, whilst to each child it will be as if the teacher is right beside him or her.

The research results for this technology have been exceptional. There are many benefits, not only to those children identified with Central Auditory Processing difficulties, but for all children as this will minimise the impact of fluctuating, conducive hearing losses, and short concentration spans particular to young learners.

It is a goal that the School increase the number of classrooms with this technology over time as budgets allow. Nine Junior Primary classrooms have had this technology installed following the support from the Parents and Friends Association.

Student Leadership
Clear role descriptions and process for application and selection ensure a transparent and fair election of Student leaders. In 2012 the Junior School leadership positions included:

- Head Girl.
- Deputy Head Girl.
- Chapel Captain.
• Library Captain.
• Environment Captain.
• Sports Captain.
• Music Captain.
• Art Captain.
• Burrawi Captain.
• Safe Schools Captain.
• Publicity and Communications Captain (introduced in 2012).
• House Captains (8).

In addition, the following are elected each term:

• Class Captain (one per class Year 3 to 6).
• Deputy Class Captain (one per class Year 3 to 6).
• Class Sports Captain (one per class Year 3 to 6).
• Class Deputy Sports Captain (one per class Years 3 to 6).
• A number of leadership groups are available for students to join. They are led by the captain/s of the various areas and are mentored by a teacher.
• Environment Committee.
• House Committees (4).
• Burrawi Committee.
• Art Committee.
• Publicity Committee.
• Chapel Committee.
• Peer Mediation (includes Safe Schools Captain).

**Leadership Training**
All Year 6 students undertake a full day Leadership Conference in the first week of the school year. This builds on the many other parts of the program in the Junior School and prepares them well for the year ahead. Towards the end of the school year senior students have a comprehensive program that focuses on a review of their leadership and preparation for transition to Senior School. Leadership is not an isolated program in the Junior School but opportunities are integrated throughout every year level and in our pastoral and academic programs.

**Student Representative Council (SRC)**
The SRC continued to be a thriving forum for discussion and proactive work by those students on the Council. The SRC draws on our students from Years 3 to 6 and meets weekly with the Head of Junior School, who is the designated teacher mentor. They SRC discussed a range of issues that come from weekly class meetings. Issues raised included matters concerning uniform and the playground and ideas for social service.

Each class sent a representative to the weekly meetings with the Class Captain and the Deputy Class Captain alternating. Class Captains and Deputy Class Captains were elected by their class for the period of one term. The Head Girl and Deputy chaired the meetings, took minutes and distributed SRC minutes. The weekly Class meetings were chaired by the Class Captains and enabled information and ideas to be gathered or advised before or after the SRC meetings. The
Head Girls meet weekly with the Head of Junior School to talk about SRC and other matters and to review the minutes.

**Buddies**

Years 4 and 5 students took on the role of mentors and buddies to younger children in the Junior Primary and ELC sections of the School, in both informal and formal settings. This structure formed an integral part of the Pastoral Care program. The more formal Better Buddies program is an integral part of the Pastoral Care Program in Years 5 and Prep.

**Peer Mediation Program**

The Year 6 students trained in 2011, took on the roles of Peer Mediators in 2012. At the end of 2012 the Year 5 students were trained for the 2013 school year. At lunchtimes, a number of senior students are in the playground, wearing the Peer Mediator red sashes to assist with minor playground issues that can be readily solved without adult intervention. The peer mediators implement the strategies they have learnt in conflict resolution and support. It is particularly beneficial in building relationships between older and younger students and in promoting the school as a safe and supportive community.

**Charity Support**

Students and staff supported a number of charities through fundraising and other efforts, which were advocated by the SRC:

- World Vision (40 Hour Famine and sponsorship of two children).
- Galilee Foster Care (Dress Like a Teenager).
- Australian Mobile Recycling.
- The Yellow Van (Food for the underprivileged in the ACT).
- RSPCA.
- Legacy.
- UniFem (International Women’s Day).
- Anglicare.
- Yalari (Indigenous and disadvantaged children).
- Red Cross.
- Buk Bilong Pikinini.
- Indigenous Literacy Foundation.
- Tikundane.
- Epilepsy Foundation.
- The Community of Canberra Sunshine Academy in Kissii, Kenya.

Nearly $18000 was donated to various charities and the Junior School sent goods to Anglicare and the Canberra Sunshine Academy in Kenya. Through a relationship with Global School Partners, CGGS Junior School began to build a relationship with the Mwangaza Academy in Kenya, which subsequently early in 2012, changed the name of the school to the Canberra Sunshine Academy in recognition of their relationship with CGGS.

The CGGS community collected stationery, books, shoes, clothing and sporting resources that were shipped to Africa. Through the efforts of the SRC the funds were raised to purchase and install a water tank at the school, thus providing clean and safe drinking water for the children and for cooking. When the school moved location due to the acquisition of land, funds to build
classrooms and purchase iron for roofing and guttering and to fit the classrooms with desks and other furniture was provided by the Junior School through various fundraising activities initiated through the SRC.

**Waste Wise and Recycling School Program**
The Junior School continues to be part of the Australian Sustainable Schools Initiative. A group of students from Years 3 to 6 were involved in the Waste Busters Club which met weekly after school in Term 3 and early in Term 4 to produce items such as lavender bags, paper bead bracelets from recycled scrap and a variety of other items. These were sold at the Waste Busters Stall at the Annual School Fete.

A Junior School vegetable garden thrives under the care of a gardening group, the Green Thumbs Club. Compostable waste from the student lunches was used to boost the quality of the garden. The proceeds of the garden are donated to Anglicare. Careful recycling through a three bin system is implemented in the Junior School and Students are rewarded when demonstrating waste-wise behaviour in the playground.

In 2012 the Junior School continued the No Waste Wednesday initiative. All students were encouraged to bring their school lunches in either a recyclable container or wrapped in kitchen paper and the School Canteen supported this with further initiatives. There was regular promotion of the Waste Wise message in school assemblies and class meetings.

The Environment Committee, under the leadership of the Environment Captain, are active in the promotion of initiatives to encourage waste wise behaviours and environmental messages, supporting projects such as Clean Up Australia and Earth Hour for instance.

**House Activities**
The development of the House Program continued in 2012. Two House Captains from each House are supported by two teacher mentors (House Co-ordinators), one from the Junior Primary and one from the Primary Years for each House.

The Junior School House Activities included:
- House Performance Assemblies
- House Breakfasts
- House Carnivals in Athletics, Swimming and Cross Country
- Junior Primary Games Morning (Fun and Games)
- House Chorals Competition
- House points for exceptional work
- House Colours
- House Public Speaking Competition
- House Soccer and Netball Competitions
- House French Competition
- House Fund raising activities

**Speaker Program**
A range of speakers were invited to speak at assemblies and/or Year or stage level groups. These speakers included local politicians, representatives from various charities, such as World Vision,
experts in a variety of fields, the AFP, Grammarians, Senior School leaders and more. There were various other times when students were taken to events to represent the School, such as to the War Memorial for the commemoration of HMAS Perth and the Battle of the Sunda Strait.

**Pastoral Care**

The Junior School has strong emphasis on pastoral care and the development of civically and ethically aware global citizens who have a sense of social justice. While much of this development was built into the classroom curriculum program, other opportunities and experiences were provided to enhance this development. Pastoral care is interwoven into the very fabric of the Junior School and is seen as a collaborative partnership between students, parents and staff. We strive to create a community where students feel safe, valued, connected, have a strong sense of belonging and of being valued and listened to. These elements provide an essential platform for the individual growth and success of each student. Canberra Girls Grammar School is committed to providing a learning environment in which all of its students feel safe, valued and supported and where bullying of students is not tolerated. All members of the community are required to honour and support this commitment. Prevention strategies are our focus and we provide consistent communication and education to parents. The Junior School and the Early Learning Centre has implemented the ‘Kids Matter Framework’ to enhance the structure of the pastoral care program and ensure a cohesive approach.

**KidsMatter**

As a foundation member of the KidsMatter initiative, CGGS is at the forefront of student well-being and mental health. The manner in which CGGS addresses the components of the Kids Matter initiative is outlined below.

**A Positive School Community**

- Parent representatives for all classes with a clear role description.
- Extended leadership opportunities for students.
- Peer mediators.
- Better Buddies.
- Parent skills database.
- Bilingual and mother tongue literature in the Library.

**Social and Emotional Learning**

- Sequential early learning to Year 12 Pastoral Care Program.
- Sequential Year 1 to 6 Outdoor Education Program.
- Staff professional development.
- Resources to support staff.
- Quality Start Week.
- Increased face to face teacher time for Class Teachers.
- The Primary Years Programme Learner Profile.
- The Friends Program for Year 4 and Pals Program for Pre-Prep.

**Parenting Support and Education**

- Parent Resource Library.
- Parent Noticeboards.
• Articles from the Junior School Counsellor in the Newsletter.
• Presentations by speakers for parents.

Early Intervention for Children at Risk
• Professional development for staff to assist in identification of student at risk.
• Junior School Counsellor assisting families.
• Formalised referral process.
• Expansion of referral contacts in the ACT.
• Speech pathologists and other professionals, such as Occupational therapists, working in the School.
• Promotion of mental health awareness through various communication methods.
• When invited CGGS Junior School, in 2006, and later the Early Learning Centre in 2009 were selected to be a part of the two year pilot for KidsMatter. Since completing the extensive professional development for educators and the formation of an Action Teams as part of the pilot period, both parts of the School have implemented strategies to ensure CGGS have the strongest possible support for students.

Library Resource Centre
The Junior School Library continues to provide for outstanding teaching and learning with its multi teaching spaces, improved access to the collection and integrated ICT Laboratory. It is also a fine, central venue for meetings, curriculum evenings, guest speakers, staff professional development and social functions. It provides a spacious and attractive venue supporting the literature and information needs of the School community. The open plan structure of the Library and incorporated ICT facility provide for flexible use to accommodate one large group or numerous classes. ICT applications are also supported by additional computers in the Library and the netbooks available for use in classrooms and a permanent data projector and screen that enhances the use of technologies for staff and student use. The inclusion of a large Interactive Whiteboard will be added in 2013.

The layout allows for Year level groups of up to 100 students to meet to access expert knowledge related to their units of study from a variety of guest speakers on diverse topics through the various Units of Inquiry.

The Library and the Computer Laboratory are open at lunchtime each day for all students from Preparatory to Year 6. Student numbers vary from 50 to 100, depending on the weather and the other activities that occur at lunchtimes. Students use this time to borrow, read and research. The 12 Library computers are available for completing class tasks, accessing certain sites and for the use of open ended creative software.

Student Monitors from Year 6 assist each lunchtime in running the Library and supervising the loan of Board and Quiz games. Along with the Library Captain, 40 students take on these responsibilities throughout the year. A reward the monitors enjoy is an excursion to a “behind the scenes” tour of the National Library of Australia at the end of the year.

Exchange Program with CGS
In 2012, the Exchange program with Canberra Grammar School included opportunities for students at all levels (Preparatory to Year 6) to join with their corresponding Year level. Students
all took part in two cross-campus exchange visits with Canberra Grammar School, one at each school, allowing for each school to host their Year level and to visit the other school. This is of particular significance as it allows the Junior Primary to become familiar with environments and peers that they may encounter as they enter into their primary years of education at Year 3. The children relish the opportunity to visit their peers and enjoy meeting new students. Over the course of the year, new friendships are initiated. These days have proved very popular with students, staff and parents. The focus of each visit is decided by the staff from both schools when they meet together. In 2012 to culminate the Exchange Program the Year 6 students enjoyed an additional social session in the form of a disco hosted by CGS.

Transition
Transition into school, at whatever level is very important. There is a number of specific Orientation Sessions for new students entering the School at the major entry points of the Early Learning Centre, Preparatory and Year 3. Students entering the school in classes other than the Early Learning Centre, Preparatory or Year 3 are encouraged to spend a day at school in the term prior to commencement. Ample time for subsequent visits, school tours and personal meetings with the Head of Junior School and/or Directors is made available.

Early Learning Centre:
- Saturday morning orientation sessions in November prior to the commencement year.
- Modified program in Week 1 of Term 1.
- Information Evening for new parents in November of year before commencement.
- Visiting opportunities.
- Information Evening for Early Learning Centre parents in February.

Preparatory:
- Two orientation sessions for students prior to the commencement year.
- Modified program in Week 1 of Term 1.
- Information Evening for parents in November of previous year.
- Welcome morning tea for parents.
- Information Session for parents in Week 1 of Term 1.

Year 3:
- Orientation Day in November prior to commencement.
- Information Evening for new parents in November of previous year.
- Information Session for parents in February.
- One aspect of the transition into Year 3 is the Orientation Day. Year 2 girls act as hosts to those students entering from other schools. They are responsible for taking their future peers on a tour of the Junior School and leading mixed school teams in solving a treasure hunt, among other activities aimed towards school familiarisation.

Year 7:
- Year 6 students are also well prepared for their transition into Year 7. In 2012 they participated in the Senior School Experience Day and expanded the program, which included Familiarisation Day and Testing Day.
- All students progressing to Year 7 at CGGS spend a day at Senior School in December, meet with students who will be new the following year, and join in a special program.
taken by Senior School staff. This day allayed many anxieties as the students met with the Head of Senior School, Year 7 tutors and experienced the carefully planned program of activities in designated areas of the Senior School, such as Science, ICT and Art.

Outdoor Education Program
The Outdoor Education Program provided an increasingly independent outdoor education experience for students in Years 1 to 6. Each camp is attended by class teachers and at least one of the executive staff as well as other available staff as required.

- Year 1 had a “camp” day at the local park adjoining the Scout Hall.
- Year 2 had a day of outdoor education activities at Birragai Camp followed by a sleepover in the JS Library.
- Year 3 had a one night/2-day camp at Warrambui.
- Year 4 had a two night/3-day camp at Borambola.
- Year 5 had a two night/3-day “winter experience” at Cooba.
- Year 6 had a three night/4-day camp at Collaroy.

Strings Program
Students in Year 3 all undertake a term of beginner string instruction in small groups, unless they already play. This is part of the core program at this level. As part of the core program in the Early Learning Centre and Junior School, students all prepare performances as well as follow a carefully structured and sequential program. They have all performed in the following events and activities:

- Learning Journeys.
- Godparents’, Grandparents’ and Grand Friends’ Day.
- Assemblies.
- Presentation Day.
- Year Level Concerts.
- Solo Concerts.

During the year, apart from community performances and official school functions, the Performing Arts Department was integral in supporting or organising Year Level Concerts – Junior Primary, Year 3, Year 4, Year 5 and Year 6; Annual Concert, Spring Concerts, the musical and the Early Learning Centre Christmas Concert and Junior Primary Christmas Concert.

Of the five strands of music in the curriculum, two strands are performance based. As such, in the Junior School importance is placed on giving students as many opportunities to perform as possible. Performance also encompasses all 12 of the core attitudes of: appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance.

Whilst students are constantly performing in class lessons, the co-curricular and instrumental programs offered in addition to the core curriculum, give far more performance opportunities to the students.

Rostrum
Participation in the Rostrum program is one of the many opportunities our students have that recognise the importance of developing public speaking skills at a young age. As students move
into the Senior School they are able to apply these skills for oral presentation, the Voice of Youth competition or as members of debating teams. The Junior School is member of a network of 90 schools in the ACT and close NSW region participating in the Rostrum Primary School Public Speaking Competition. All our Year 6 students prepare speeches at a class level. From these, finalists are selected to compete for the Rostrum shield. Each year the Junior School hosts one of the semi-finals giving some of our students the chance to take on official tasks as Chair and Timekeeper for the evening event. Students in Year 5 are involved in an internal competition for the Year 5 Trophy. Some Year 4 classes encourage students to participate in a modified competition as preparation for Years 5 and 6. There is also an annual House Public Speaking Competition.

Co-curricular Activities

Performing Arts
As always the level of commitment to the Performing Arts at CGGS has been extremely high during 2012. There are many students who have had tuition in a wide range of musical instruments and dance. The co-curricular participation has been extremely high and these groups have performed at many school events, competitions and events in the community. The Music Captain took on the role with increasing confidence, presenting at assemblies and acting as spokesperson at musical evenings. Leadership in the Performing Arts includes captains and deputy captains for all ensembles. There are many ensembles including Minisingers, Cantantes, Cora Da Camera and Les Petites Chanteuse, Concert Band, String Orchestra, Celtic Club, Recorder Ensemble, and Drama Club. These groups are used in ‘Leadership’ roles when performing at various school functions, for example the CGGS Fete, Open Days, and Chapel Services.

Sport
At CGGS, Junior School students have the opportunity to be considered for the ACT Primary Schools Sports Association representative teams through the School Sport ACT pathways. As a result many have represented the district in various sports at the ACT Primary School Sports Association competitions. Students were selected to represent the ACT in Swimming, Athletics, Cross Country, Softball and Soccer.

In co-curricular sport there is a high level of participation. Teams are formed in a number of sports and entered in local weekend competitions reinforcing skills in teamwork, sportsmanship and leadership.

During 2012 the Junior School has had close to 400 individual students participating in five different sports, many playing in multiple sports; basketball, hockey, soccer, netball and softball as well as modified versions of the major games. The school also has a Gymnastics Club and a number of students have private tennis tuition at the school during lunchtimes. The School runs three major carnivals in Athletics, Swimming and Cross Country for Years 2 to 6 and a Junior Primary Games Morning for Early Learning Centre to Year 2 students. School teams in Snowsports and Equestrian are also entered into competition for those interested and skilled in these sports.
Approximate Number of students and teams participated in 2012 co-curricular sport:

<table>
<thead>
<tr>
<th>Sport</th>
<th>Winter</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Netball</td>
<td>104</td>
<td>83</td>
</tr>
<tr>
<td>Hockey</td>
<td>45</td>
<td>24</td>
</tr>
<tr>
<td>Soccer</td>
<td>96</td>
<td>24</td>
</tr>
<tr>
<td>Basketball</td>
<td>72</td>
<td>100</td>
</tr>
<tr>
<td>Softball</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Gymnastics</td>
<td>Squad of approximately 45 to final team of 16 for the competition</td>
<td></td>
</tr>
<tr>
<td>Equestrian</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Snowsports</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

Clubs
The CGGS Junior School offers a vast array of out of school activities that all add value to the school experience. There has been an enormous expansion of the offerings for students over the last five years.

- Art Club – two times per week for varying age groups.
- Boys Club – weekly after school.
- Construction Club – weekly after school for students in Prep to Year 2.
- Craft Club – weekly after school.
- Debating – intensive instruction and planning throughout the seasons of competition.
- Drama Club – weekly after school for Semester 1 for Years 5 and 6 students.
- Dance – offered by outside provider.
- Green Thumbs Club – weekly after school for three terms.
- Gymnastics Club – twice weekly at lunchtimes in the term leading up to competition.
- Homework Helper Club – twice weekly after school.
- Science Club – weekly after school.
- Tennis (offered by an outside provider).
- Tournament of Minds – intensive meetings over a number of months preparing for the initial tournament and ongoing if successfully progressing.
- Waste Busters Club – weekly in the weeks leading up to the CGGS Fete.
- Yoga Tales – weekly after school for ELC.

Art Club
Supported by the Junior School Art Specialist, the Junior School Art Captain worked to promote Art and special activities in the Junior School. There were Art Clubs appropriate to age offered as a co-curricular activity that students participated in one afternoon after school for a semester. The Art Club also completed public works for the Junior School.

Boys Club
During 2012, Boys Club operated each week and catered for the Year 1 and 2 boys. A broad range of activities were undertaken catering to the interests of boys. The group had lots of fun and engaged in activities ranging from the creative, ICT or sporting. Boys Club allows the boys to build bonds and celebrate their gender in a nurturing environment.

Construction Club
Offered one afternoon per week throughout the year, this club is offered specifically for the Junior Primary students. A wide variety of construction materials, such as K’NEX, Mobilo and
Duplo are available to the students and they enjoy interacting and building items of interest in multi-aged groups. The club enables out younger students to have access to this equipment for longer periods than the school day allows thus increasing their opportunity for imaginative play.

**Craft Club**
Offered once per week, this club engaged students who were keen to work on small projects over time. These projects were negotiated with the staff that facilitated the group.

**Debating**
Debating was initiated for the first time in 2010 and has grown in reputation and stature. Teams of interested students trained and competed in two ACT competitions, the Forde Competition (for Years 6 to 8) and the Crime Prevention Competition. In 2012, the CGGS Junior School won the Forde Competition for the second consecutive year.

**Drama Club**
A group of five teachers and a large number of interested students from Years 5 and 6 worked together over the course of a semester to produce the Junior School Musical. Students chose to either act or to work as back stage crew members. All students who wished to perform were given a speaking role, group role or a part in the chorus and were on stage throughout the performances. Behind the scenes, many others, including a team of parents on the Costume Committee made costumes and planned make up and there was a staff member who took responsibility for the back drops and props. The Drama Club offered three performances at the end of Semester 1 in the Senior School Hall.

**Homework Helper Club**
In 2012 the Homework Helper Club flourished and demand meant that it was offered on two afternoons a week. A large number of students regularly attended a session each week. The students are encouraged to prioritise their tasks and complete set work, accessing assistance as required. They benefit from the experienced guidance and some peer tutoring. The two Learning Support teachers and one classroom teacher in the Junior School offer Homework Helper Club as a co-curricular opportunity.

**Science Club**
Science Club is an informal and enjoyable club where students who have a talent for or interest in Science participate in activities to further their knowledge and enjoyment of this subject. In 2012 Science Club was popular and well attended. Each term the program was offered to two Year levels so that the program could be tailored to these groups. Most of the activities explored the senses and three groups were fortunate to make use of the Senior School facilities in one of the Science Laboratories. Students thoroughly enjoy the hands-on experiments and positive feedback has been received from both students and parents alike.

**Tournament of Minds**
Students in multi-aged groups from Years 4 to 6 formed teams to compete in this competition, working together in groups of seven to develop their problem solving, collaborative and creative skills. Five teams were entered, with four teams winning the South Canberra division and progressing to the ACT finals. The Maths Engineering Team won their division and represented the ACT at the Australasian/Pacific Finals in Perth. They were awarded Honours (second place) at the final. There are four primary sections and one ACT team progresses through in each
section. These groups worked intensively for six weeks before the initial competition and those teams progressing to the ACT finals and subsequent national final undertook many additional hours in preparation.

**Yoga Tales**
This is a special yoga program offered to students in the ELC. It is taken by an outside provider and supported by Early Learning Centre staff one afternoon per week.

**Staff Professional Development**

Professional development is an integral part of the overall learning culture at CGGS. While all staff are required to participate in School Professional Development Days, there are opportunities for staff to engage in other professional development activities. Each year the professional development needs of the School are reviewed and annual goals established. All staff will also undergo professional enrichment under the guidance of an appointed Staff Enrichment Leader within the Staff Enrichment Program.

During 2012, there were five Early Childhood specific and 108 primary specific staff PD activities undertaken. A sample of the range of Professional Development undertaken by staff, specifically in the Junior School and Early Learning Centre is included. Staff were also involved in local and national networks and associations to support their professional learning, such as the ACT PYP Network, Independent Schools networks, ALEA, Early Childhood Networks and IPSHA groups.

**Primary Years Programme**
- PYP Workshop: Making the PYP Happen (3)
- Beginning Teachers Workshop (2)
- PYP Concept Driven Inquiry (3)
- PYP 3-day Workshops- various (7)
- Introduction to the PYP (3)

**Conferences**
- Independent Primary School Heads of Australia (IPSHA)
- International Conference on the Work of Francis Tustin
- AIM Conference
- AAIBS Conference (3)
- ALEA
- Early Childhood Conference of Performing Arts (2)
- The Australian National Quality Standard Conference
- Primary Maths Conference

**Safety**
- First Aid (16)
- Anaphylaxis Training (5)
- Gymnastics Safe Teaching
- CAASC Community Coach Training Program (2)
Student Support
  • Autism and Challenging Behaviours (2)
  • Transforming Childhood Trauma (2)

Curriculum Support
  • Quality Evaluation and Assessing Practice (2)
  • Building Language and Numeracy 3
  • Exploring Cultural Competence
  • Support for Early Literacy
  • My Time Our Place
  • Literacy is a Belief not a Block
  • Integrating Web 20 Tools and Digital literacy in schools
  • Laying Strong Foundations
  • Classroom Chats 3

Leadership
  • Courageous Conversations (3)
  • Leading the Future of Learning- Emerging Leaders
  • Leaders in Sustainability
  • Rob Vingerhoets- Maths Workshop 5
  • Ross Todd – Inquiry Collaboration 2
  • SCIS and Resourcing the Australian Curriculum 2
  • Self Regulation and Children’s Behaviour
  • Sensational Learning- the Impact of Sensory processing on learning Behaviour
  • Speech Difficulties- Implications for the Classroom
  • Supporting Children’s Learning in School Aged Care 4
  • The Do Approach to Playing
  • The Quirks and Perks of Differentiation
  • Thinking Positively to Lead Positively
  • Understanding Yourself and Others
  • Understanding Autism Spectrum Disorders
  • Using your IWB to Engage Students