

Cheltenham Girls' High School Annual School Report 2014



School context statement

In February 2014, 1245 students were enrolled and Cheltenham continues to be one of the largest single sex government schools in the state. Students who come from a language background other than English comprise 69% of these enrolments.

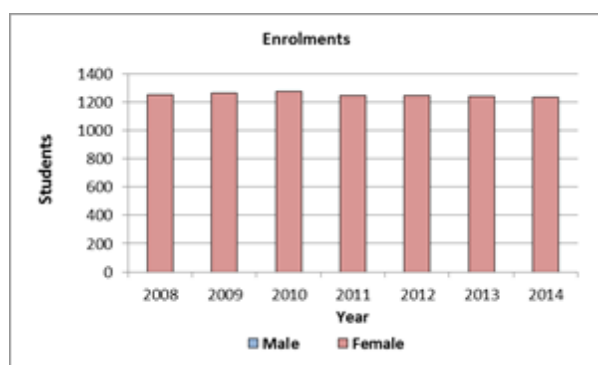
Student information

Enrolment numbers have been stable for well over a decade at circa 1200. In 2014 the school was among the largest single sex schools in the state with an enrolment of 1245. Approximately 69% of total enrolments in 2014 were from language backgrounds other than English.

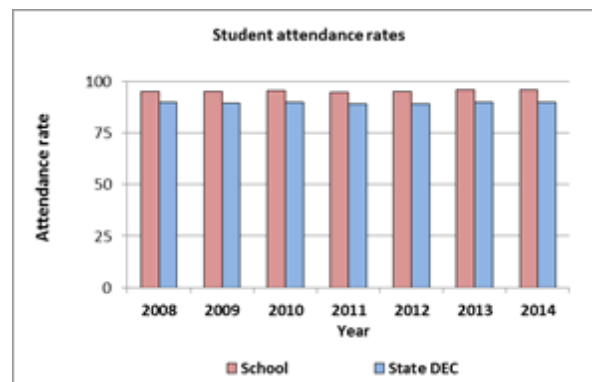
The school has a very high retention rate, well above the state and district patterns. This indicates a highly stable student population, which in turn allows for long term planning and development. There are waiting lists for both local and non-local applicants for enrolment in Years 7 - 12.

Student attendance patterns are higher than regional and state averages. The comprehensive curriculum options available in the senior years, the school's consistent record of outstanding HSC results, and parent support for their daughters continuing into senior years are some of the probable reasons for the high retention rates. Enrolment at Cheltenham draws almost exclusively from the local area.

Student enrolment profile

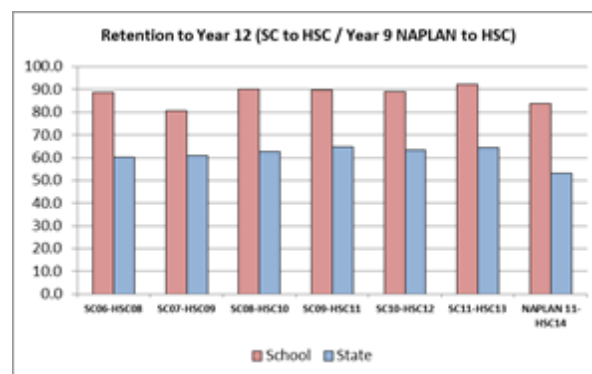


Student attendance profile



Management of non-attendance

Students who experience difficulty maintaining attendance are supported by extensive school welfare and counselling programs together with the appropriate regional and community welfare support systems.



Post-school destinations

Post-school destinations	Year 10	Year 11	Year 12
	%	%	%
seeking employment			
employment		0.5	
TAFE entry			
university entry			84
other	0.5		4
unknown			11

85% of Year 12 2014 students received at least one offer to study at a NSW university. The University Admissions Centre (UAC) released the main round offers to schools in January 2015.

Of the 202 students in the Year 12 2014 cohort, 179 students or 89% received a main round offer into a tertiary institution. The most popular institutions were

Macquarie University	44
University of Sydney	35
University of New South Wales	26
University of Technology	25
University of Western Sydney	18
Australian Catholic University	16
University of Wollongong	1
University of Newcastle	1
Australian National University	1
CQ University	1
University of Canberra	1

Students also received offers to attend a range of private institutions including Think Education, International College of Management Sydney, Sydney Institute of Technology and Australian College of Applied Psychology.

One Year 11 student left to work full time at McDonalds after commencing a school based traineeship. One Year 10 student left to undertake full time study in Beauty with Ella Bache.

Year 12 students undertaking vocational or trade training

6% of Year 12 students studied vocational or trade training in 2014. 100% of students completed their VET course successfully. Hornsby TAFE, Meadowbank TAFE, OTEN, Ultimo TAFE and Whitehouse Institution of Design were the providers. The framework courses were Financial Services, Tourism and Events, Human Services and Information Digital, Media and Technology. The non-framework courses were Interior Decoration Visualisation, Animal Studies and Financial Services specialisation.

Year 12 students attaining HSC or equivalent Vocational educational qualification

100% of Year 12 students achieved their High School Certificate in 2014.

Workforce information

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

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	13
Classroom Teacher(s)	60
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher of ESL	2
School Counsellor	1
School Administrative & Support Staff	13
Total	93.80

There was 1% Aboriginal Torres Strait Islander representation in the staff in 2014.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	88
Postgraduate	13

Professional learning and teacher accreditation

Staff development takes place on school professional learning days, staff and faculty meetings and additional times within and outside of school. All staff have been involved in professional learning activities throughout the year including mandatory training in Child Protection, Anaphylaxis, Emergency Care and CPR Training. All staff members are able to apply for professional learning funds to support individual professional learning plans as completed by all staff each year.

Sixty six teachers participated in Professional Learning activities in 2014 comprising courses based on school welfare, ICT, faculty specific, leadership and literacy.

Average expenditure per teacher was approximately \$820. The total school expenditure on professional learning in 2014 was \$54,000.

Staff Development Days:

Term1

Our first Staff Development Day of 2014 focused around student data analysis. Staff were given a presentation on the 2013 NAPLAN results which provided staff with an insight into student performance in both literacy and numeracy. Staff were provided with a range of strategies which could be employed to further develop student skills in literacy and numeracy.

The mid-morning session involved staff working through a practical workshop, which required all teaching staff to conduct detailed analysis of available SMART data. Teachers used the data to make notes which described the needs of students in their classes who require additional support. Teacher analysis of data also provided valuable information in regards to both positive and negative student growth. As a result teachers are able to differentiate curriculum delivery, which targets the needs of every student.

In the afternoon faculties focused on HSC results analysis. Higher School Certificate results data and the Results Analysis Package (RAP) have empowered staff to further improve teaching and learning programs with relevant strategies to enhance student learning outcomes

Term 2

Term 2 Staff Development Day focused on developing staff ICT skills. In particular we building staff capacity to better utilise our schools Moodle site. Our Moodle site was established in 2009 and continues to be a useful teaching and learning tool. The first session for the day looked at using Moodle in a blended context and addressed methods in how students might use Moodle to undertake frequent self-assessment to check both knowledge and understanding of course content. Staff also participated in a Moodle practical workshop which addressed ways in providing quality feedback to students for both student/ teacher review and reporting purposes. The second half of the day was spent in faculty groups unpacking differentiation strategies in their faculties. This enabled staff to identify both strengths and weaknesses in relation to differentiation as well as providing opportunities for staff to engage in professional discussions, which focused on ways in which differentiation could be improved across the school.

Term 3

The PDHPE staff started off the day by giving a presentation on 'Mental Stillness & Cultivating Self Esteem Rather Than Ego'. The presentation provided useful strategies that could be easily adopted and used in the classroom setting with our students. Jackie Ullman, our keynote speaker for the day gave an insightful presentation to the staff on Gender Equity in School. Jackie Ullman is a lecturer in Adolescent Development, Behaviour and Wellbeing at the University of Western Sydney. The second half of the day involved staff undertaking mandatory anaphylaxis training as well as providing a number of drop in workshops which provided opportunities to build skills in the use of SM Marks / SM Reports as well as learning how to use MyPL to log professional learning hours and map teaching standards.

Term 4

The two staff development days in term 4 focused on staff and student wellbeing. At Cheltenham Girls High School we recognize the need to support our students and staff. A supportive workplace provides staff with opportunities for meaningful participation, positive feedback and reflective practices to manage their students, both academically and behaviourally. Staff engaged in a number of activities that were designed to develop teamwork and boost staff morale. Staff had the opportunity to develop their creative skills by participating in a range of art, music, and relaxation classes. Staff engaged enthusiastically in all activities. Staff perform when they feel valued and supported, and are provided with real opportunities to contribute to and participate in the running of the school.

On day 2, staff received another presentation on 'Gender Equity in Schools'. We chose to lead on from our previous staff development day, our keynote presenter for the day was Terence Humphreys. Terence is the Capacity Building Manager at Twenty10, a community based, non-profit, statewide organisation that educates and works to support people of diverse genders, sexes and sexualities, their families and communities. The presentation was stimulating and thought provoking and generated a great deal of discussion. As a result staff now have a greater understanding of our student body.

Cheltenham Girls' High School had 3 new scheme teachers working towards accreditation in 2014, with 22 new scheme teacher maintaining accreditation. In 2014 Cheltenham Girls' High School had 1 teacher seeking voluntary accreditation 1 who achieved accreditation at Lead level.

Beginning Teachers

In 2014 CGHS had 3 Beginning Teachers. The funding for beginning teachers was used for Professional Development courses, lesson observation days as well as programming days at school.

Financial summary

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

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	1028371.18
Global funds	848234.51
Tied funds	239508.31
School & community sources	1435578.19
Interest	33175.42
Trust receipts	349742.17
Total income	3934609.78
Expenditure	
Teaching & learning	
Key learning areas	259020.35
Excursions	445672.42
Extracurricular dissections	115722.14
Library	24997.05
Training & development	2432.13
Tied funds	359489.07
Casual relief teachers	173825.41
Administration & office	520040.25
Utilities	151716.29
Maintenance	107718.09
Trust accounts	352152.38
Capital programs	428227.46
Total expenditure	2679560.56
Balance carried forward	993596.74

A full copy of the school's 2014 financial statement is provided to the Cheltenham Girls' High School P&C Executive Committee. The Cheltenham Girls' High School P&C Treasurer is an advisory member of the school financial committee. Further details concerning the statement can be obtained by contacting the school.

Principal's message

In 2014 the school continued to record outstanding achievement in girls' education across a broad range of educational pursuits. The school provides a quality learning environment which promotes the best possible educational, social, cultural and civic development of each student. To that end a number of programs and initiatives focus on providing students with the necessary skills and confidence to make a significant contribution to the broader community. The school enjoys strong positive community relations.

In 2014 our Prefect body once more inspired our school to participate in the World's Greatest Shave, an annual fundraiser for the Leukaemia Foundation. Consequently 16 students from Years 7 to 12 had their heads shaved and a similar number of students coloured their hair in support of this cause. The actual shaving was undertaken live on national television, on the Channel 9 'Morning Show'. The total sum raised by the school was \$40,123, making Cheltenham Girls' High School the third highest team fundraiser in NSW, the ninth highest fundraising team in Australia and the eleventh highest fundraiser over all categories in Australia. This was a most extraordinary achievement and one which demonstrated so clearly the close connections the school has with its community and the high esteem in which the school is held by that community.

Our parent body, the Cheltenham Girls' Parents and Citizens Association, continued to provide the school with outstanding support with the commencement of the air-conditioning in classrooms project which saw 405 of classrooms air-conditioned just in time for the summer 4th term. This project, together with the long awaited completion of the covered outdoor learning area over the multi-purpose courts, are just two of the many ways our parent body provided practical support and benefit to the school and its students. We are indeed fortunate to have such supportive parents and community members.

At the end of 2014 the school farewelled our Head Teacher History, Mrs Karen Doyle, who had completed thirty years of service to the school, with ten of those years as Head Teacher History. Mrs Doyle was a worthy recipient early in 2014 of the Department of Education and Communities'

Recognition of Excellence in the Teaching of Stage 6 Aboriginal Studies. Mrs Doyle pioneered our outstanding program of accelerated delivery of Aboriginal Studies with her students achieving 100% Band 6 results in each of the 2010 and 2013 HSC results. Mrs Doyle was presented with her retirement medal at the school's annual Presentation Day in the Concert Hall of the Sydney Opera House.

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

Mrs Susan M. Bridge, Principal

P & C message

The 2014 year provided great milestones and opportunities for Cheltenham Girls and the P&C. The year started well with a number of parents continuing their P&C membership, joined by enthusiastic new members including a number of parents with Year 7 students.

The P & C meetings allowed parents to gain immediate answers from executive staff and direct input to a number of decisions and guidelines the school was undertaking. This is one of the main goals of the P&C - to provide a forum for discussion and input into the school through parent representation.

The P&C received some great updates and information throughout the year from various guest speakers which included students from the SRC, (Student Representative Council) who presented an idea for a market during the NSW state election to be held in March 2015. Wider community guest speakers included a delegation from the ETTT Alliance, (who reported on the construction works at Cheltenham Station) Bronwyn Struthers, School Youth Worker and Philip Dunkerley from Lowes regarding our school clothing requirements.

Funds raised from parent contributions, the trivia night and the clothing pool shop enabled the P&C to fund a number of projects throughout the year. This year the P&C funded the following projects and benefits:

- Locations for swimming and athletics carnivals, the cross country and, academic prizes for Presentation Day at the Opera House;

- Salary for three days of the GA (General Assistant);
- Approximately \$49,000 of insulation & air conditioning;
- Ongoing student locker upgrade - \$21,000;
- Robotics equipment for the TAS Department - \$6,000;
- Purchase of artificial turf for 'Hawaii' and the area near the canteen – Approx. \$23,000 &
- Construction of a COLA (Covered Outdoor Learning Area) over the multi-purpose courts, with the assistance of a past Federal Government grant – Approx. \$400,000.

A highlight for members of the P&C was a guided tour by the principal Mrs. Susan Bridge of the school to see a number of the projects funded by the P&C.

This year the students have achieved a number of milestones in sport, art, education and charitable works. I am proud of the school and find great inspiration whenever I attend student presentation ceremonies. The quality and selflessness of our students is a humbling experience which inspires parents and students to excel in their own lives.

I would like to thank all those parents, teachers and students who have supported me as P&C President in 2014. It has been a privilege to be part of such a dedicated team. In particular I would like to thank the P&C Executive for their support, encouragement and continuing commitment to making our P&C such an integral part of the school. I would also like to thank our Principal Mrs. Susan Bridge and the Deputy Principals Mr. Leigh Crangle & Mrs. Suellen Lawrence, for their contributions at our meetings and for enabling parents to be so involved with the school.

I would like to challenge all parents to instil the quality of charity in their children by donating the most precious commodity you possess and the one your children value most - YOUR TIME.

Jim Kalotheos

CGHS P&C President

School performance 2014

Mathematics Competition

In 2014, 180 students competed in the Australian Mathematics Competition with 2 receiving a High Distinction, 13 students receiving Distinction Certificates and 92 Credits. Year 9 students participated in the Australian Statistics Poster Competition. Eighteen students from Year 7 to 9 also competed in the Maths Challenge competition, with 2 students receiving High Distinctions and 2 receiving Distinctions.

Science Competition

The candidature for the ICAS Science Competition was 117 where 1% of students achieved High Distinction level, 15% of students achieved Distinction level and 39% achieved Credit level. These results show strong school performance compared to the State and improved performance compared to 2013.

ESSA

The candidature for the 2013 Year 8 Essential Secondary Science Assessment (ESSA) was 202. Results achieved for Science overall were: (State results in brackets)

Achievement level 6: 6.4% (2.9%);

Achievement level 5: 44.6% (20.5%);

Achievement level 4 or better was achieved by 96% of the students (63%).

These results show strong school performance compared to the State and improved performance compared to 2013.

Debating and Public Speaking

The debaters and public speakers of Cheltenham Girls High School enjoyed a great year in 2014. Their skills continue to develop through regular competition and training sessions. The Year 12 Hume Barbour Competition for the Premier's Debating Challenge was competitive in the early rounds while the Year 11 team went on to compete at Regional level against Manly Selective. The students received intensive training from workshop days at Macquarie University.

Cheltenham competed in the Plain English Speaking Award, Rostrum 'Voice of Youth' Public Speaking Competition, the Legacy Junior Public Speaking Award and Speakersbank Public Speaking. Cheltenham (Lily Culbertson) defeated Tara Anglican School in the final of the

Speakersbank competition. Many junior students are showing improved skills in their public speaking and their speech writing.

Mrs R Fowell

Debating and Public Speaking Coordinator



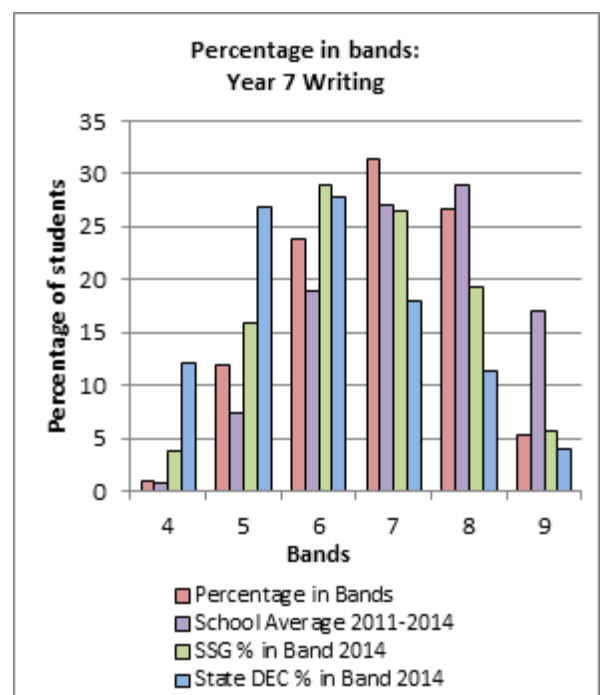
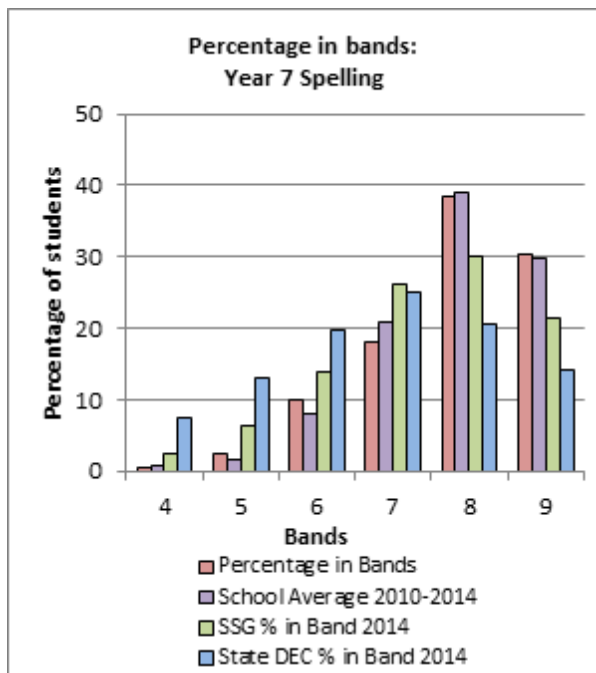
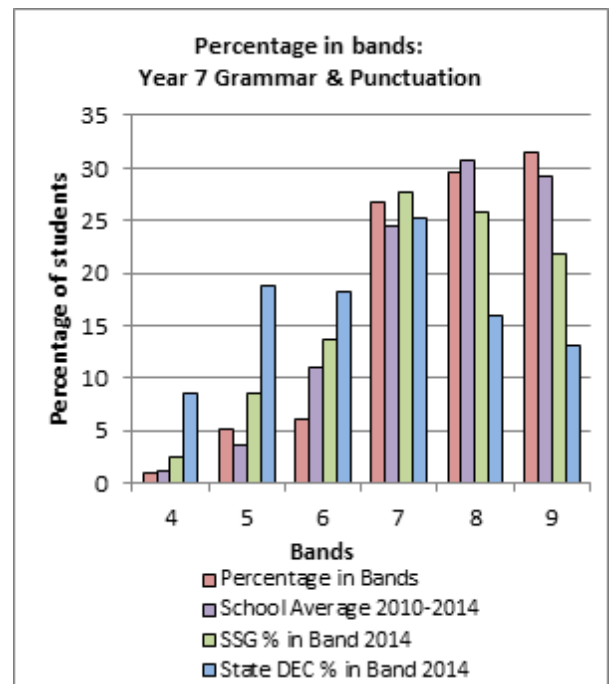
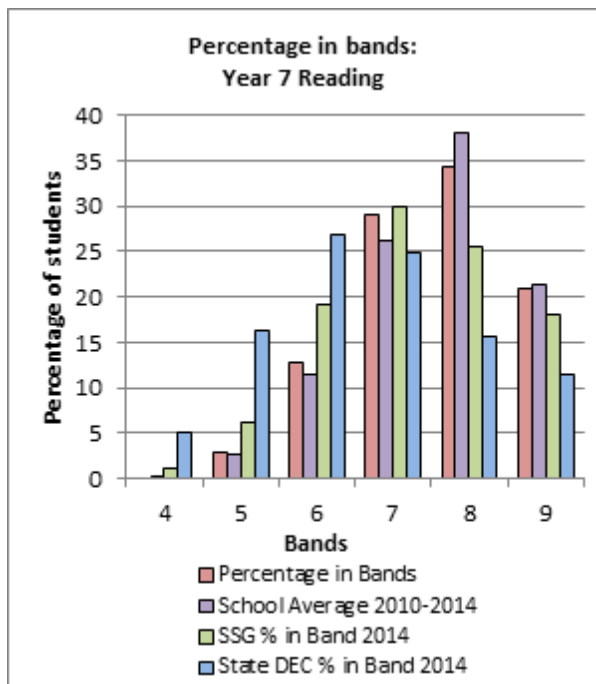
Academic achievements

NAPLAN

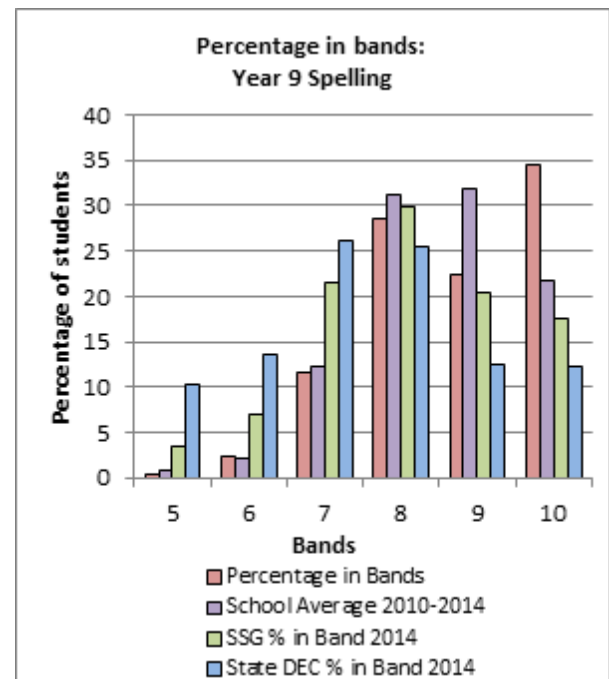
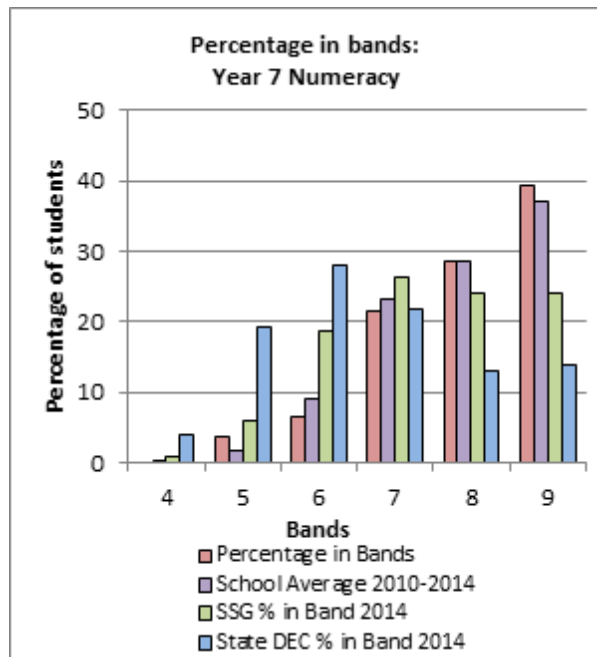
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

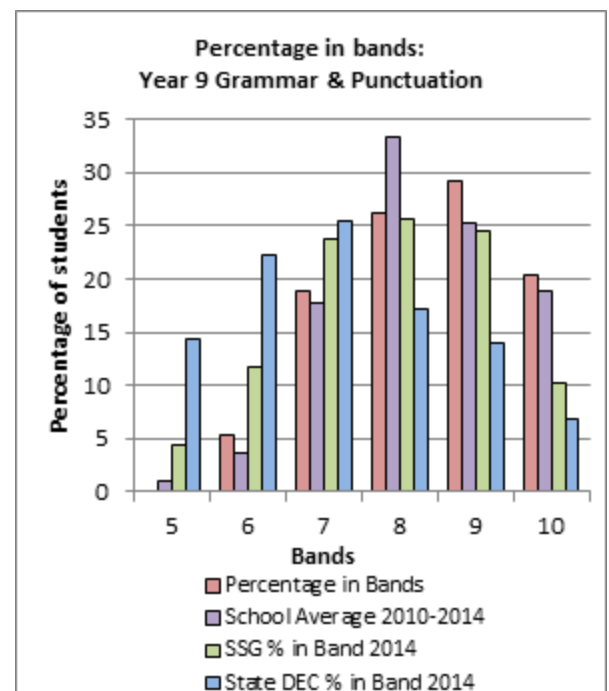
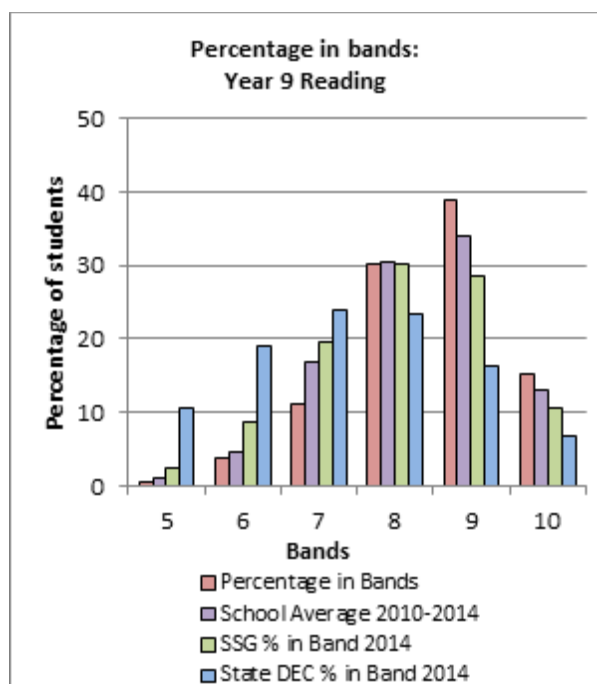
NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

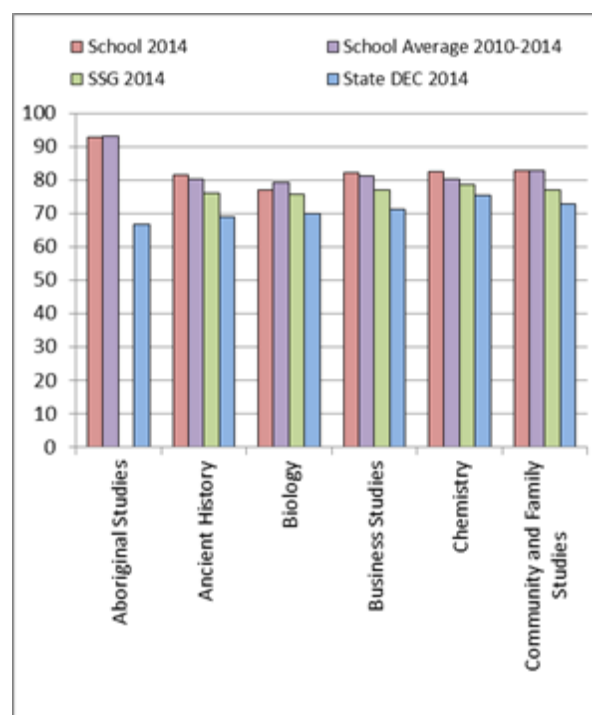
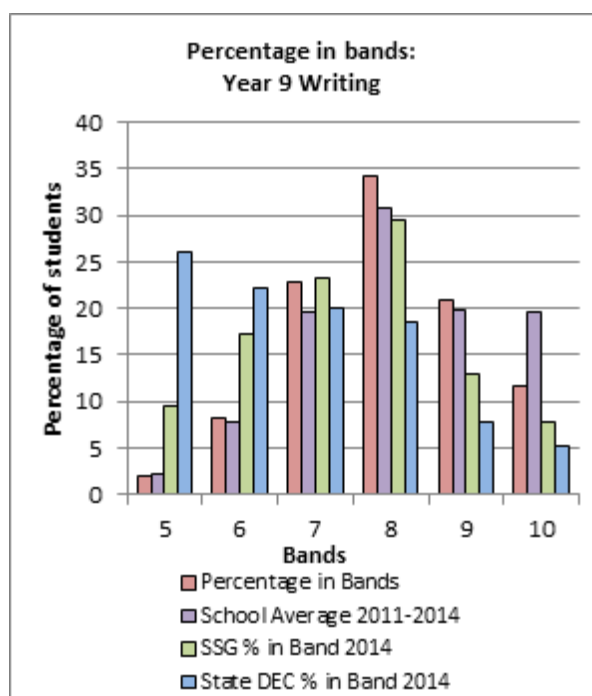


NAPLAN Year 7 – Numeracy



NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)





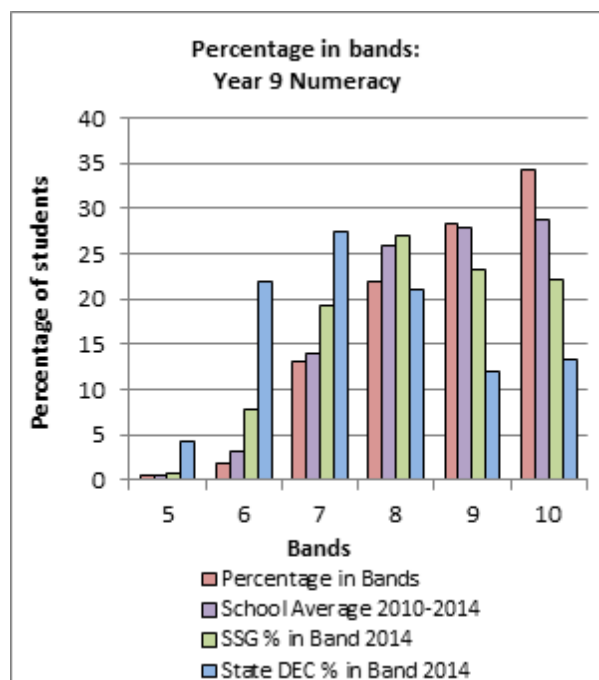
In 2014, candidates for HSC **Aboriginal Studies** performed significantly above the state average with 85% of candidates achieving a Band 6 and 15% of candidates achieving a Band 5. The school average has remained above the state average from 2009-2014. Students were placed 2nd, 3rd and 4th in the state merit list for Aboriginal Studies.

In 2014 **Ancient History** results were above the state average. 29% of candidates achieved Band 6 compared to 9% in the state. 24% of candidates achieved Band 5 equally the state average of 24%.

94 students completed the **Biology** exam in 2014, with 44% of students achieving Band 5 or 6. 6% achieved band 6 equaling that of the state and 37% achieved Band 5 compared to 23% of the state. A student was placed 20th in the state merit list for Biology.

In **Business Studies** 49 students completed the HSC in 2014. Students in Business Studies achieved results above the state average with 67% of students achieving Band 6 or Band 5. 20% of students achieved Band 6 compared to 9% of the state and 47% of students achieved Band 5 compared to 28% of the state.

NAPLAN Year 9 – Numeracy



Higher School Certificate (HSC)

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

In **Chemistry** 69% of the students achieved Band 5 or 6 in the 2014 HSC. 15% of the students achieved Band 6 compared to 12% of the state and 54% of students achieved Band 5 compared to 35% of the state. One student was placed 8th in the state merit list for Chemistry.

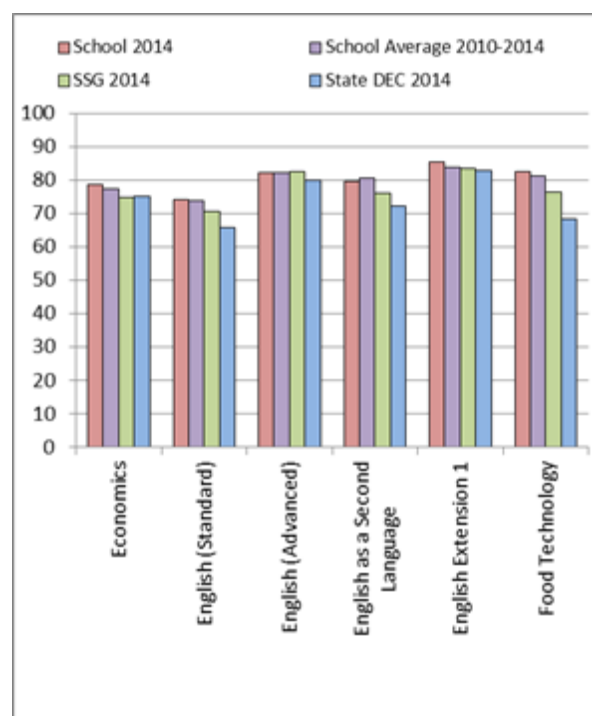
In 2014, 25 students completed the **Community and Family Studies** exam. 72% of candidates achieved a Band 5 or 6. 28% of students achieved a Band 6 compared to 6% of the state and 44% of candidates achieved a Band 5 compared to 31% of the state.

Dance students performed above state average. 58% of students achieved a band 5 or higher, with 14% of students achieving Band 6 compared to 13% of the state and 43% of students achieving band 5 compared to 31% of the state. One student was nominated for Callback in core performance, one student nominated for major study performance and one student nominated for core composition.

Design and Technology candidates all achieved a Band 4 or higher. 45% achieved a Band 6 compared to 11% of the state, 44% achieved a Band 5 compared to 26% of the state and 11% of students achieved a Band 4 compared to 38% of the state. One student was placed 10th in the state merit list for Design and Technology.

Drama had a very small candidature with only 3 students completing the HSC in 2014. No Drama students achieved a Band 6. 33% of the students achieved Band 5 compared to 29% of the state and 67% of students achieved Band 4 compared to 42% of the state.

24 candidates completed the **Economics** examination in 2014. 12% of Economics students achieved a Band 6 compared to 11% of the state and 33% of the students achieved a Band 5 compared to 34% of the state.



English Standard had 66 students completed the 2014 HSC. No English Standard students achieved a Band 6 in 2014. 77% of students achieved a Band 4 or higher compared to 43% of the state. 20% achieved a Band 5 compared to 8% of the state and 57% achieved a Band 4 compared to 35% of the state.

Of the 116 students completing the **English Advanced** course in 2014 resulted in only 2% of students achieving a Band 6 compared to 15% of the state. Whereas 74% of students achieved a Band 5 compared to 45% of the state.

17 students completed the **English as a Second Language** course for the 2014 HSC. 100% achieved a Band 4 or higher. No English as a Second Language students achieved a Band 6. 35% achieved a Band 5 compared to 24% of the state and 65% achieved a Band 4 compared to 38% of the state.

English Extension 1 achieved pleasing results with 100% of students achieving Band E3 or E4 in the 2014 HSC. 20% achieved Band E4 compared to 31% of the state and 80% achieved Band E3 compared to 63% of the state.

English Extension 2 had a small candidature of 4 students. 25% of students achieved a Band E4 compared to 23% of the state and 75% of the

students achieved Band E3 compared to 54% of the state.

Food Technology candidates performed well, placing them above state average in the top bands. 73% of students achieved a Band 5 or 6 compared to 29% of the state. 14% achieved a Band 6 compared to 7% of the state and 59% achieved a Band 5 compared to 22% of the state.

In **History Extension** the school average (75%) for students achieving either a Band 5 or 6 was very close to the state average (77%). 13% of students achieved a Band 6 compared to 22% of the state while 62% achieved a band 5 compared to 55% of the state.

Japanese Beginners has not been offered at Cheltenham Girls for many years. 7 students completed Japanese Beginners in 2014 achieving excellent results. 100% of students achieved a Band 5 or 6 in the 2014 HSC. 43% achieved a Band 6 compared to 13% of the state and 57% of the students achieved a Band 5 compared to 28% of the state.

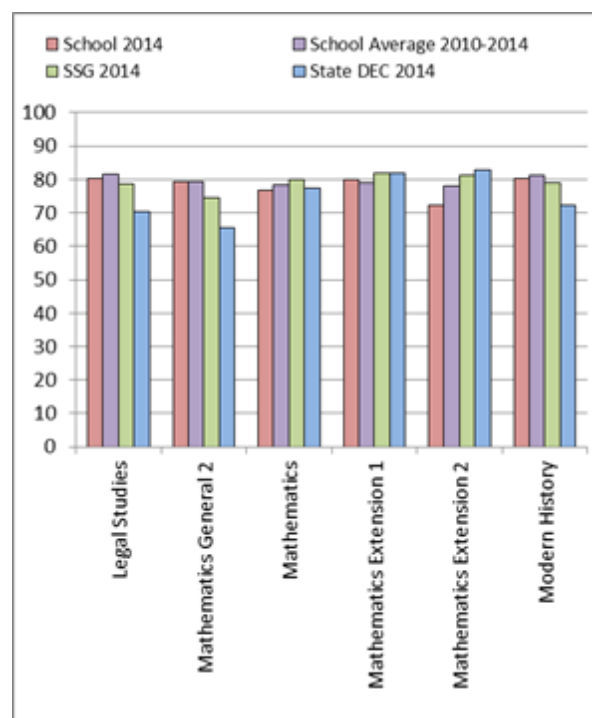
8 students completed the **Japanese Continuers** course in 2014. 50% of students achieved a Band 5 or 6. 12% of students achieved a Band 6 compared to 17% of the state and 37% achieved a Band 5 compared to 41% of the state.

There were 2 students who completed the **Japanese Extension** course in 2014. Both students (100%) achieved a Band E4. This was an excellent result compared to the state average of 29%.

71% of **Legal Studies** candidates achieved a Band 5 or 6 in the 2014 HSC. 4% of students achieved a band 6 compared to 13% of the state and 67% of students achieved a Band 5 compared to 28% of the state.

General Mathematics 2 students continued to achieve pleasing results. 50% achieved a Band 5 or 6 compared to 25% of the state. 12% of students achieved a Band 6 compared to 55 of

the state and 38% of students achieved a Band 5 compared to 20% of the state.

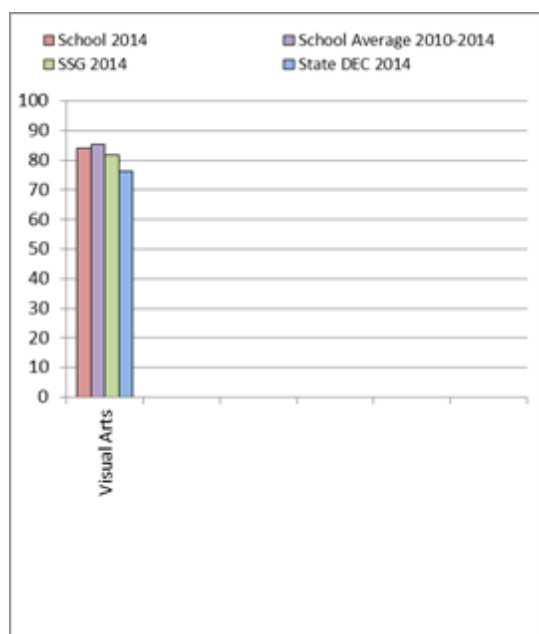
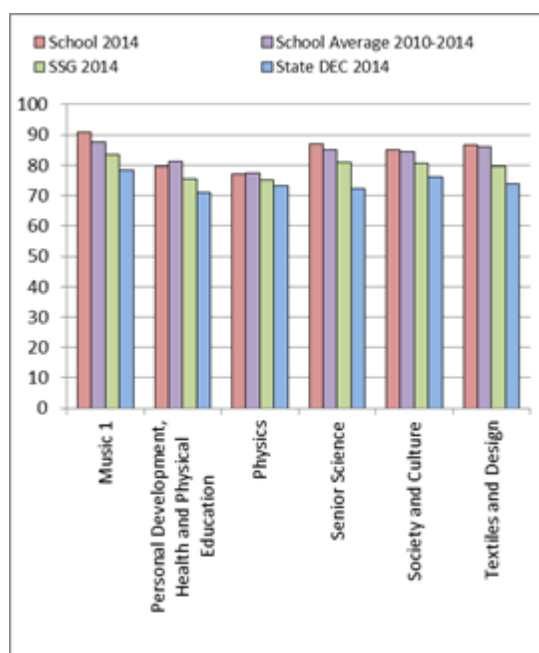


Mathematics candidates were slightly lower than the state average for Band 5 and 6. 44% of students achieved a Band 5 or 6 compared to 54% of the state. 18% of students achieved a Band 6 compared to 22% of the state and 26% of students achieved a Band 5 compared to 32% of the state.

Of the 75 **Mathematics Extension 1** students 87% received a Band E3 or E4 compared to 85% of the state. 24% achieved an E4 compared to 30% of the state and 63% achieved an E3 compared to 54% of the state.

Results in **Mathematics Extension 2** saw 62% of students achieving a Band E3 or E4. 9% achieved a Band E4 compared to 31% of the state. 53% of students achieved a Band E3 compared to 55% of the state.

Results in **Modern History** in 2014 were slightly above state average. 13% of students scored Band 6 compared to 9% of the state and 44% of the students scored a Band 5 compared to 34% of the state. One student was placed 18th in the state merit list for Modern History.



100% of **Music 1** students scored a Band 5 or 6 compared to 60% of the state. 59% of students scored a Band 6, compared to 18% of the state, whilst the other 42% scored a Band 5 equaling that of the state.

In **Music 2** 100% of candidates scored a band 5 or 6 compared to 87% of the state. 87% of students received a Band 6 compared to 34% of the state and 13% scored a Band 5 compared to 53% of the state. One student was placed 1st in the state merit list for Music 2.

In 2014 the **Music Extension** students achieved outstanding results. 100% of the candidates achieved a Band E4 compared to 75% of the state. One student was placed 1st in the state merit list for Music Extension.

In **Personal Development Health and Physical Education** 59% of students achieved either a Band 5 or 6 in the 2014 HSC. 16% achieved a Band 6 compared to 8% of the state and 43% achieved a Band 5 compared to 22% of the state. One student was placed 14th in the state merit list for Personal Development, Health and Physical Education.

39% of **Physics** students achieved a Band 5 or 6 in the 2014 HSC. 6% achieved a Band 6 compared to 9% in the state and 33% achieved a Band 5 compared to 23% of the state.

In **Senior Science** 91% of students achieved either a Band 5 or 6 in the 2014 HSC. 35% achieved a Band 6 compared to 8% of the state and 56% achieved a band 5 compared to 29% of the state.

The school average in **Society and Culture** was significantly above state average. 79% of students achieved a band 5 or 6 in the HSC compared to 45% of the state. 46% achieved a band 6 compared to 13% of the state, while 33% of students achieved a Band 5 equaling that of the state average.

The **Textiles and Design** results once again were well above state average. 86% of students achieved either a Band 5 or 6 for their final results. This is significantly higher than the state average of 42%. 4 students achieved a Band 6 (29%) with 8 students achieving a Band 5 (57%).

In **Visual Arts** in the 2014 HSC 94% of students achieved a band 5 or 6. This is significantly higher than the state average of 49%. 23% achieved a Band 6 compared to 11% of the state and 71% achieved a band 5 compared to 38% of the state.

Other achievements

HSC Major Works

Design and Technology

In 2014 we had 4 students nominated for inclusion in DesignTech at the Powerhouse in 2015.

Ekala Tarei designed an aesthetic prosthetic. Her low cost design was aimed at teenagers and is based on a modular system that allows for the easy customization of prosthetic legs. The magnetic snap on the fairing comes in several designs and colours. Ekala used a combination of technologies including 3D printing, laser cutting and thermoforming.

Faye Chen designed a piano pedal extender after watching her brother struggle to reach the piano pedal during his lessons. Existing piano pedals on the market were very expensive and required tools to retrofit them. Faye's design aims to simplify the fitting process whilst also being cheap to manufacture. Faye had to develop skills in CAD 3D modeling and 3D printing to complete this project.

Jessica Dries designed a sensory weighted blanket for autistic children.



She wanted to design a product that would keep young children calm and

focused when in class. Jessica worked closely with specialist is our local community to identify materials and experiences which connect to children with autism. Her textile product is designed to be modular and can cater for a wide range of sensory experiences. Through her research Jessica discovered that by adding weights to the blanket it had a calming effect on children and helped to keep them in their seats.

Alara Aktepe designed Nunu Iceblocks. Her inspiration for this product came about from seeing paddle pop sticks litter around parks and gardens. Alara's Nunu Iceblocks were targeted at primary school children and were aimed at promoting healthy eating and sustainable living. Nunu Iceblocks were made from natural ingredients and featured plant seeds that were

embedded into the paddle pop sticks. This innovative design allowed the sticks to be planted and resulted in herbs and fruits being grown.

Textile and Design

Amy Roos was selected for the 2015 Textstyle Exhibition. Her garment was inspired by Japanese origami. Other garments that were created included:

- Sylvia Cho created an orange citrus inspired costume.
- Sophie Moran designed furnishing for a child bedroom.
- Claire Mackay and Amy Begg were both inspired by the jungle creating jungle themed costumes.
- Kate Ryan created a fold-out children's book
- Ella Roos' dress was mushroom inspired
- Phoebe Walshaw's tailored jacket was French themed.

Visual Arts

Visual Arts continued its ongoing high standard in 2014, especially in the senior years. Two students were preselected for Art Express – Rose Hemming for her film, and Jessica Andronicus for her painting series. Jessica's artworks will tour the state in the regional Art Express exhibition in 2015

In August we entered 10 students' photographic works in the Annual Beecroft in Bloom exhibition, and took out 4 of the 5 prizes. First place went to Camilla Seldon Carroll in Year 11 who won a \$2000 Sony Digital camera. 3rd, 4th and 5th places went to Laura Benco (Yr. 11), Tess Biviano and Elena Jovasovic (Yr. 9). All photographs entered were displayed in local business windows.

The annual exhibition held in August was again an exciting event with extended viewing hours across the three days. Parents, teachers, students and members of the public once again enjoyed a display of exceptional standard, not only the Year 12 Bodies of Work, but also works from Year 11 and the different elective strands: Stage 5 Visual Arts, Photographic and Digital Media and Visual Design.

Performing Arts

The Performing Arts at Cheltenham Girls High continue to provide opportunities for our girls to develop and use their many talents. The Higher School Certificate results were outstanding, with Year 12 Music 2 student Kathryn Ramsay being nominated for Encore, in both the performance and composition sections. She will perform her composition at Encore in March. Music 1 student May Mazidi was also nominated for Encore.

Our Ensembles rehearse each week preparing for our Performing Arts evenings, which were held in Terms 2 and 3. These evenings were extremely well attended and parents and fellow students had the opportunity to hear and see the wonderful work that results from the hard work of students and staff. In 2014, as well as Senior and Junior Choir, Orchestra and Concert Band, Class electives in Drama and music also presented items. The highlight of these evenings is the performances, by Year 12 students, of their Drama group performances and HSC Music performance pieces.

A new initiative in 2014 saw members of the Concert band join with Epping Boys HS wind ensemble for a workshop with Jason Noble (USA).

Our students continue to be selected as members of various NSW Performing Ensembles. These girls attend weekly rehearsals and represent NSW DEC at high profile local and national events. The Ensembles included the NSW Public Schools Millennium Marching Band, Schools Symphonic Wind Orchestra, Symphonic Wind Ensemble and Junior Singers. Girls were also successful in being selected as members of the State Drama Ensemble.

Presentation Day 2014 at the Sydney Opera House again involved a range of musical items. Our wonderful whole school choral performances of the "Hallelujah Chorus" and "Happy" were supported by performances by our Junior and Senior Choirs, Orchestra, Concert Band and our Dance students. The achievement of our Music staff and students continues to underpin the success of this very important day.



Sport

2014 was another successful year in Sport at Cheltenham. Students from Cheltenham Girls' achieved some outstanding individual results at Zone, Regional and CHS level in swimming, cross country and athletics. At each CHS carnival, students won a range of medals. Some students then went on to represent CHS at the NSW All Schools Carnivals.

Each year, Cheltenham Girls' High School celebrates sporting achievement at the Annual Sports Assembly in Term 3. Awards were presented to over 250 students. This year our guest speaker was Catherine Cox. Catherine is an Australian netball player. She spoke passionately about her experiences in sport. She encouraged the girls to set goals and to strive to achieve them.

School Sporting Blues were awarded to 13 Year 12 students in 2014. A School Blue is considered the highest sporting achievement at school level in extracurricular sport. One student received the Pierre de Coubertin Olympic Award at Presentation Day in December. This award recognises senior secondary students who demonstrate attributes consistent with the values of the Olympic Games, through participation and commendable behaviour in sporting activities.

In addition, a number of students were awarded Zone Blues and 2 students were awarded a CHS Blue.

Students have had a great deal of success in school sport pathways this year. A number of individuals and teams have represented at CHS level as part of school teams and Sydney North teams.

In 2014 Cheltenham has had outstanding results in swimming both from individuals and relay teams. Students who achieved success at our School Swimming Carnival went on to represent at the North West Metropolitan Zone Carnival. Cheltenham finished second overall. We had three age champions at this carnival.

16 girls were selected to represent the zone at the Regional Carnival. Cheltenham was placed ninth in the girls' school point score and North West Met Zone was placed first in the zone point score. 9 girls who swam at Sydney North were selected to compete at CHS. A number of girls were successful in making finals in their events.

Our school Cross Country carnival was held at Macquarie University Sports Fields in March. Mirrabooka House were winners of their second House Shield for the year. 51 students represented the school at the Zone Cross Country Carnival at Macquarie University Sports Fields in May. Cheltenham finished fourth overall. Many girls went onto win gold medals in the regional teams' event.

The school athletics carnival was held in May at the Sydney Athletics Centre at Homebush. Mirrabooka House won their third shield for the year taking out the athletics shield. 55 students represented the school at the Zone Athletics Carnival at Homebush in June. Cheltenham were responsible for the organisation of this carnival so the Year 9 PASS students also attended and helped with the running of the carnival. Cheltenham finished second overall at this event.

26 girls were selected to represent the zone at the Regional Carnival in July. North West Metropolitan Zone was placed second in the point score and Cheltenham was placed first in the North West Metropolitan Girls Zone.

12 girls were selected to represent Sydney North region at the CHS carnival at Homebush earlier this month. Cheltenham won the silver medal in the 14 years 4 x 100m relay. One student was selected in the Sydney North team; CHS blue team, NSW All Schools team and ultimately in the Australian School Girls Softball team.

One student represented at CHS level in 3 sports this year – Athletics, Trampolining and Gymnastics.

In 2014 our Targeted Sport Program grew in strength and numbers. Four sports were on offer for students to trial for- dance, sport aerobics, football and netball. This extracurricular program offers students with a particular talent and interest to further develop their skills in their sport of choice.

For our junior students, it is an opportunity to channel them into a sport best suited to their strengths in sport. The TSP Netball squad had success in the Netball NSW Schools Cup, as well as the Sydney North Netball Championships at Gosford.

Cheltenham experienced outstanding success in 2014 with continued growth and popularity within the TSP Dance and Aerobics Program. The program ran for 120 athletes. The program has become well established in the wider community, with Cheltenham as the largest school represented at the Schoolaerobics and Dance Star NSW State competitions.

In 2014, a Ballet Ensemble was added to the Dance program. Many of our students travelled interstate again to compete at the Australian Nationals Competition on the Gold Coast in August. The Cheltenham Ballet Ensemble was crowned National Champions in their first year of competition.

This year our School teams have been very successful in the Combined High Schools Knockout Competition, competing against other school teams from the Region. At Cheltenham, selection in these teams is highly competitive. Cheltenham entered a number of CHS Knockout competitions including softball, hockey, football, water polo, touch football, tennis and netball.

Students in Year 7 and 8 continued to participate in integrated sport on a weekly basis. Throughout the year they participated in a range of team sports such as softcrosse, basketball, athletics, netball, touch football and softball. They also receive specialist coaching in backyard league and tennis. They also participated in a Sport Skills Day and received specialised coaching in a variety of sports and team work sessions. Year 7 participated in a week long swimming program at Cherrybrook and Year 8 participated in a successful program at Epping during their double sport lessons.

Students in Years 9, 10 and 11 participated in Tuesday afternoon sport. Each class in Years 9 and 10 rotated through a variety of activities during the year. They participated in a variety of sports both on and off school campus and had access to professional coaches. Sports included gymnastics, yoga, indoor soccer, aerobics, cycle class, basketball, tennis and badminton. Year 11 selected their sports for Terms 1-3 as did Years 9 and 10 in Term 4.

This year saw the continuation of the Premier's Sporting Challenge at Cheltenham Girls. Year 7 students were involved in the Challenge over a 10 week period. The school was awarded a gold award, with individual teams being awarded silver, gold and diamond awards.

The Sports Council continued to support the school sports program. They developed leadership skills throughout the year and started the year by painting new house banners. They helped with weekly sport, school carnivals and weekly assembly. They also ran a number of activities including a lunchtime sports competition for years 7 and 8. The Sports Council organised McGrath Pink Stumps Day on which they raised money for breast cancer, through a mufti day, selling pink lollies and holding a staff v student cricket match. They also lead Year 7 in house cheers at the swimming carnival.

Significant programs and initiatives – policy

Project Based Learning

During 2014, 3 classes of Year 9 students participated in a Project Based Learning module. Student in these groups are engaged in **real world problems** that required them to develop and refine skills essential in the 21st Century. Skills developed and refined include **communication, teamwork, digital citizenship, creativity, critical thinking and problem solving**. Students become **multi literate** in a variety of new and challenging communication technologies. This is a **self- directed learning** module, enabling students to develop their research and investigation skills.

The classes in 2014 were International Studies, Elective History and Commerce. Topics included: travel and cultural understanding, survival of civilisations and product design and business management. Students presented their projects

in a variety of mediums. This included documentaries, movies, models, visual art diaries, oral presentations and a business stall.

Students work in small groups to develop a project from the driving question provided. They complete individual tasks within their group which culminate in a group final product. Students have individual meetings with their teacher, discussions within their group, individual research time and finally the group working together to present the final project in front of their year group.

Cloud 9

Throughout 2014 Cloud 9 was busy promoting positive mental health and wellbeing at Cheltenham Girls High School. The group aims to provide a safe environment free from bullying, to ensure every individual is valued, to develop positive psychology and address mental health issues. At the beginning of the year Cloud 9 ran a session for Year 7 Friendship day which assisted in the development of resilience and dealing with friendship issues. During May Cloud 9 ran lunch time games in the quad to raise awareness for Childhood Mental Health Day. Cloud 9's biggest event of the year was R U OK? Day in which student and staff were reminded about the importance of creating meaningful conversations with friends and colleagues.



Cheltenham even made it in the Daily Telegraph! Many fundraisers have also been held for organisations like Beyond Blue and the Inspire Foundation.

Cloud 9 – Your Life Matters

Social Justice

2014 was another successful year for the Social Justice group with students from Years 7 - 12 initiating and participating in awareness building and fundraising campaigns, both at school and regional level. The group also helps foster leadership skills especially in the junior years.



The year began with our traditional International Women's Day Breakfast with early morning pancakes in the quad. Also in March our Biennial Sleep out for youth homelessness raised over \$3000 for Oasis Youth Network (Salvation Army) and Father Chris Riley's Youth off the Streets. 150 girls and 11 staff "slept rough" in the school grounds, after enjoying games, competitions and a trivia quiz in the hall, and a campfire near the oval. Local businesses donated prizes and food for our bar-b-que/ tea and breakfast.

In Term 2 and 3 many girls attended forums and conferences outside of school including Salvation Army Conference, Mount St Benedict and ACU Social Justice Forums, and the national schools conference for Amnesty International. Year 9 student Inaara Jindani was named a Salvo's Youth Ambassador and has continued to liaise between the organisation and school. We ran Amnesty petition signings in the quad protesting against torture. The annual Taracoon leadership camp saw the girls joining with the other leadership groups in the school to plan future directions for CGHS.

With Christmas approaching the Social Justice Group took on the Books for Burnside book drive for Uniting Care NSW. Collaborating with local business, The Children's Bookshop at Beecroft we ran a huge book fair at the school. Students and teachers bought books to donate to the charity or books for themselves, which generated over \$3000 worth of books for disadvantaged teenagers to receive as Christmas gifts.

Rowena Gibbs

Social Justice Coordinator

SRC

SRC Annual Evaluation Report 2014 – 2015

The Student Representative Council comprises students from Years 7 to 11, who have been nominated by their respective year group to represent the students of Cheltenham Girls' High School.

The combined efforts of these students during 2014 – 2015 have resulted in many spirit-filled fundraising events, driven by the students' desire to help several charities. The success of these events and the support of all students reflect their awareness of social issues and the recognition of the needs of various charities.

The following events have been organised by the SRC of 2014

Assisted Year 7 Orientation Day – The SRC accompanied the various Year 7 students in their home rooms and during the activities during the day. They organised, set up and helped to distribute the stationery packs, cooked the sausage sizzle and prepared and helped take the photographs for each new student. They also acted as ushers for the formal assembly.

Spirit Week – In Week 8 of Term 1, Cheltenham Girls' High School has its traditional Spirit Week which aims to lift the spirits of both students and staff. This year we have had the 'World's Greatest Shave' in co-ordination with the prefects. The SRC will also be selling spiders, ice cream and fairy floss. Thursday is the traditional pizza day and Friday the free sausage sizzle.

40 Hour Famine Campaign and Winter Wonderland – In preparation for the 40 Hour Famine, the SRC participated in a leadership workshop run by World Vision. SRC students were highly motivated to promote and plan the campaign. To enhance the funds raised, Winter Wonderland was also part of this campaign. The popular film 'Frozen' was screened in the hall at lunch time, accompanied by the girls singing along. Hot chocolate and lolly bags were available for purchase. This proved to be very successful.

Faculty Face Off (A Minute to Win it) – The annual Faculty Face Off event was 'In It To Win It'. This event involved faculties competing

against each other for the coveted trophy. They had to do various activities within the minute time frame.

The SRC has also assisted with the Prefect Ceremony, promoting and creating awareness of the over-use of toilet paper by students, putting together Year 12 survival kits and attending several leadership conferences.

Green Team

Green Team started 2014 with a number of students making up the crew for Clean Up Australia Day. The 'Clean-Up' occurred in the local Cheltenham area focusing particularly on the Beecroft Village Green and The Promenade where many of the Cheltenham girls walk every day.

Four lucky students from the Year 10 'Green-teamers' were chosen this year to attend the Youth Eco Forum at Taronga Zoo. This year was particularly special as an environmental celebrity, Jane Goodall, would speak. The girls were very excited to listen to and have the opportunity to speak with, Jane Goodall. They learnt a lot about the plight of the orangutans in Borneo and were determined to tell others what they had learnt.

The Green Team decided that the deforestation in Borneo for palm oil plantations, was a major concern. Through profits from a 'No Palm Oil' bake sale and the Trashion Show, the Green Team was able to donate more than \$1300 to The Orangutan Project, a not-for-profit organisation that supports orangutan conservation, rainforest protection and the reintroduction of displaced orangutans back into their natural habitats.

2014 also saw the inaugural World Environment Week or WEW where a number of activities were held. These included a Swap Meet where both students and teachers traded pre-loved items, The Pledge where a thumb print tree of promise was created to minimise the use of palm oil and an orange themed mufti day. The highlight of WEW though, was definitely the Trashion Show, where the fashion entries were created from recycled materials.



Other activities throughout the year included working with pre-schoolers at Cheltenham KU; the fourth year of Eco Mentoring, encouraging the Cheltenham students to sign a petition to support the action against dredging of the sea floor and dumping in the Great Barrier Reef Marine Park and replanting endemic flora that had been removed due to the railway constructions.



After many years of planning, the water refill station project has finally been fulfilled! With money raised by the hardworking Green Team members together with a grant from Bendigo Bank, the installation of a water station that chills and purifies, occurred in Term 4. All Cheltenham students and staff now have the opportunity to refill their water bottles instead of purchasing new 'one-use' plastic bottles. This makes a huge difference to landfill and the Australian environment.

The 2014 year has definitely been a very active and fulfilling one. All of the Green Team members and both Mrs McEvoy and Mrs McManus look forward to next year.

National Schools Chaplaincy Program

The National School Chaplain and Student Welfare Program (NSCSWP) concluded at the end of 2014. Our School Youth Worker is employed

two days per week under this funding and local church communities fund the remaining 3 days per week. In May 2014, our new Youth Worker began working at the school after the previous Youth Worker moved interstate at the end of 2013.

The School Youth Worker is responsible to the Head Teacher Welfare and works with the school Welfare Team to offer assistance and support to the school community. This might include support and guidance about ethics, values, relationships and spiritual issues, and helping students engage with the broader community. This is a voluntary service that students, staff and families can access at their own discretion.

Prefects

The Prefect Body of Cheltenham Girls' High School consists of 24 girls who were elected at the end of Term 2 2014. From these 24 girls, our executive body was elected; School Captain (Zoe Argent), Vice-Captain (Priyanka Sinha) and Senior Prefect (Alannah Daly).



Our first venture as the Prefect body was to create a performance at the Prefect Induction Ceremony. It was quite a task! As a group we had our first taste of what working together for the next 12 months would be like. Thankfully, after all the uncoordinated alternating hand movements and last minute lunch rehearsals, our Grease Medley was well received. We had officially passed the first challenge!

The Prefects also went on a two day Prefect Retreat to Lane Cove National Park where we had plenty of group bonding activities, leadership workshops. Here we spent hours brainstorming goals and ideas for our Prefect term and were able to connect with one another. One of the highlights was an activity set by Mrs Bridge where each prefect was randomly assigned another

prefect, and at the end of camp, wrote down their noticeable qualities and strengths.

Other events that the Prefects have been involved within 2014-15 include: the Art Exhibition, hosting our school Performing Arts Festival, tour guide for the Year 5 and 6 Orientation Day, Valentine's Day and the Year 7 Parent Meet and Greet Evening. However our favourite (and most stressful) event would have to be organising the annual Cheltenham's Got Talent. The prefects, showing talents of their own, danced a Beyoncé medley which captured the entire school spirit and got everyone dancing along to 'Queen B'!

The prefect body of 2013-14, led by Alisha DasGupta, Sofie Inwood and Amy Roos, ran the extremely successful Diversity Week. The prefects did a phenomenal job at spreading awareness on accepting others' differences and embracing our diverse school. The impact of this concept has seeped through into our current prefect body and hence, we are currently planning our 2015 Diversity Day, where we will once again aim to highlight the importance of diversity.

DIVERSITY

Our prefect body would not be able to function without our coordinators Miss Widmer and Mrs McLachlan, who work tirelessly to support the Prefect body in their numerous events. We are truly grateful for the opportunity to represent the school voice and be part of a school with such a warm spirit and unconditional support for events both within the school and for the wider community.

Welfare Programs

Cheltenham Girls High is an inclusive learning community that is committed to excellence in girl's education in a comprehensive school setting. The care of the students of Cheltenham is a priority of all members of the teaching staff but particularly the Welfare team. Each person is expected to contribute to the school to ensure that the Welfare programs are supported. The welfare team has a growing number of programs from early intervention to restorative practices to address the issues of welfare through inclusiveness of all members of the Cheltenham

School community. The school community has a strong stance on bullying and this is achieved through welfare initiatives such as using 'Brainstorm productions', Year 7 Respect day, Police liaison talks, Peer Support and peer mediation, RUOK days. With students participating in these initiatives this should enable them to speak out about the instances of bullying, which then can be dealt with in the most appropriate manner.

Having the Year 7 camp early in Term 1 allows for students to form varied friendships as well as challenging the students to achieve their best while working in teams. The Year 9 camp allows students to build on their relationships, form new bonds and set goals for their senior years.

Pinkies Training cafés have enabled students to train as Baristas allowing them to gain valuable work skills which can be transferred outside of school. There are 2 cafes are running and the staff café is well used each morning as is the student café outside E block.

The High Resolves Program is running again in 2015 and the flow on effect of this program has been seen in the high calibre of students applying for leadership positions within the school. This program looks at Global citizenship in Year 8 and then in Years 9 and 10 the students select meaningful tasks for the group to undertake, thus enhancing and building upon their leadership skills. Our students always manage to select meaningful topics to work on which will provoke insight into the focus area.

In 2014 saw the 1st leadership camp for the newly elected Prefect body. This two day camp gave the opportunity for the students to build a cohesive group and plan the direction for 2015 prefect body to follow. Time was also spent honing their leadership skills as a group.

The annual leadership retreat for the leaders of SRC, Prefects, Social Justice and the Green Team was again held at Taracoonee the river home of the Vicars Family, the original owners of the Cheltenham Girls High site. This connection to the Vicars/Laurie family allows students to gain a sense of place in the history of the school. This continued link with the descendants of the Vicars family is appreciated by all who attend the retreat. The leadership work commenced on this retreat is called into practice when the students return to school and undertake their roles in the school.

Learning Support Team

The role of the Learning Support Team (LST) is to implement strategies to assist those students who may require extra help to reach their learning potential.

The LST consists of its core members, but it is a whole school program that requires the input of all teachers. The LST's core members include the Head Teacher Secondary Studies/Learning and Support Teacher (LAST), Deputy Principal, Head Teacher Welfare, Careers Advisors and School Counsellors. Any teacher or parents are also welcome to attend when their child is being discussed. Classroom teachers are able to notify the LST regarding students who may require extra support through the use of the electronic learning support referral. This referral is then discussed at the LST meeting and strategies are implemented to assist the teacher and student to meet the learning needs of the student.

Some of the strategies/initiatives that have been put in place by the LST include:

- Learning Profiles and Student Adjustment Guides – these are distributed at the start of each year to the relevant teachers who have students in their class who have learning support needs. The documents contain background information on the student's learning difficulty and recommends strategies that the teacher can use to assist the student to reach their potential.
- Literacy group – a group of students are selected to participate in the literacy group during roll call each morning. They receive extra tutoring to improve their literacy skills, including, reading, comprehension and spelling and are assisted by Year 10 mentors.
- In class support – some students are allocated the support of one of three Learning and Support Teachers to assist them in class.
- Personalised Learning Plans (PLPs) – The Department of Education and Communities requires some students to have PLPs completed annually. This requires collaboration with the student, caregivers and teachers to provide the best learning environment and support for the student.

- **Disability Provisions** – students may require some provisions for many reasons including, learning difficulties, medical conditions and hearing impairments which assist them in completing exams to the best of their ability. Some of these provisions include separate supervision, extra time, rest breaks and the provision of a reader and/or writer. The school determines the provisions for Years 7-11 and BOSTES determines them for Year 12.
- **Homework Centre** – The Homework Centre is open one afternoon a week from 3:10-4:30 pm. Students who attend can receive assistance with homework and assessments across all Key Learning Areas from a range of teachers. Students may also just use the facility to access a quiet space with computers to complete their own work/study.
- **TAFE** – Students are offered alternate programs to that of the mainstream school environment. Examples of the Stage 5 TAFE courses that some of our students have attended include Baking, Beauty Therapy and Hair and Beauty. Students can also participate in Stage 6 TAFE courses to assist them with their career. Popular TAFE subjects are Health Services Assistance, Hospitality Operations, Business Services, Information and Digital Technology, Entertainment and Financial Services.
- **School to Work Transition** – The school provides several opportunities for students to develop employment related skills. This includes training and experience as a barista, food handling and café operations at Pinkies café and cash handling skills at various fund raising events.

All of these strategies/initiatives combine to provide assistance to those students who might not otherwise be able to cope with the demands of high school.

Aboriginal education

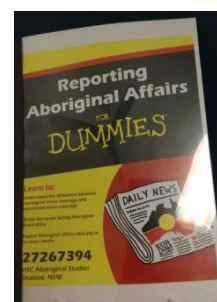
Throughout 2014 Aboriginal Studies students engaged in and achieved across a broad spectrum of school, community, academic and social

engagements and successes. These included the Voices for Reconciliation event at Hornsby, the Charles Perkins Oration (University of Sydney) and West Head field trip with Uncle Les and our Project Officer Dave Lardner.

Congratulations to Zoe Argent, Sera Tarpis and Sana Ahmad who achieved second, third and fourth place in the state for 2014 HSC Aboriginal Studies. Cheltenham Girls results in 2014 again excelled compared to the state standard, scoring 26% above the state average. All Cheltenham Girls students scored either band 5 or 6 results compared to 205 across the state.

Sera Tarpis was also selected to represent the school at the NSW Schools Constitutional Convention to consider issues relating to the Australian Constitution, including constitutional recognition of Aboriginal Peoples.

Congratulations go to Sera Tarpis, Isabella Mrljak, Samantha Lee and Rhonda Lee of Year 11, who had their Aboriginal Studies Stage 6 projects selected for exhibition as part of the permanent digital collection of the State Library of NSW. The projects demonstrated a thorough investigation of the selected topic and the capacity to engage with the community for the purpose of consultation.



Significant programs and initiatives – equity funding

Aboriginal background

Personalised Learning Plans are conducted and reviewed annually to provide students and teachers with clear educational goals. This involves collaboration between the school, parents, students and the Aboriginal Community Liaison Officer.

We recognise Aboriginal Peoples as the original custodians of the land at formal functions by beginning with a Welcome to Country.

We provide Aboriginal and Torres Strait Islander students with the opportunity to take up leadership roles.

We provide the opportunity for Aboriginal and Torres Strait Islander students to gain experience in the workforce through the work experience program.

We offer Aboriginal Studies as an accelerated course in Years 9, 10 and 11.

The Learning Support Team provides in class support to students who require extra assistance with their work.

We offer cultural activities relevant to Aboriginal and Torres Strait Islander students so they have the opportunity to connect at a deeper level to their culture.

Socio-economic background

Students are provided with access to all educational opportunities such as educational excursions outside the school, welfare programs, classroom resources as well as access to courses that incur material costs.

School planning and evaluation 2012—2014

School planning 2012-2014:

School priority 1

Differentiated Learning

Outcomes from 2012–2014

- Students to achieve their expected growth in NAPLAN.

- Strengthened teacher capacity to improve student learning outcomes utilising the Quality Teaching Framework.
- Increased differentiation via classroom practice and learning experiences.

Evidence of achievement of outcomes in 2014:

- Increased differentiation in classroom practice including strategies for students with learning needs. SMART Data indicates that students in lower and middle achievement groups continue to demonstrate increased value adding in literacy and numeracy.
- Increase in students achieving Bands 8 and 9 in Year 9 NAPLAN Numeracy results to 62% in 2014 up from 53% in 2012
- Increased use of differentiated learning is evident in TARS
- Increased professional learning opportunities to analyse SMART and RAP data and implement findings.

Strategies to achieve these outcomes in 2014:

- Individual learning plans developed for students with specific learning needs.
- All teachers demonstrate Quality Teaching within their classroom and reflect on effective practice.
- Professional learning by staff including the Executive Conference focussed upon developing methods of curriculum differentiation.
- Targeted professional development provided for examination and evaluation of NAPLAN criteria, resulting in development effective classroom strategies to address concerns.

School priority 2

Leadership Capacity

Outcomes from 2012–2014

- Implementation of National Curriculum for Years 7 & 9 in English, Maths, Science and History

- Improve leadership density within the school and promote career development.
- ICT is integrated into classrooms with BYOD for Year 9.

Evidence of achievement of outcomes in 2014:

- Professional learning for leaders and aspiring leaders across the school.
- >97% take up rate of BYOD in Year 9
- Teaching and Learning Programs for National Curriculum completed, implemented and reviewed.

Strategies to achieve these outcomes in 2014:

- Widespread community consultation on BYOD models
- Leadership is enhanced through targeted professional learning and sharing of best practice.
- National Curriculum focus in professional development for programming in English, Mathematics, Science and History.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about Bring Your Own Device (BYOD).

Over 97% of students engaged with BYOD and the school used ex-DER computers to support the remaining 3% of student. 75% of devices were Windows or iOS laptops with the other 25% being a mix of tablets, Surface or Chromebooks.

78% of students reported that BYOD impacted positively upon their learning with 14% reporting that it had no significant impact.

The BYOD model also required much less ongoing technical support than the DER laptops.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The CGHS plan will focus around the three elements of:

- Articulate, Authentic, Autonomous Learners
- Partners in Learning
- Expert Pedagogy in Daily Practice

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mrs. G. Edwards, Head Teacher Welfare

Mr. D. Cunningham, Head Teacher Learning Support

MS R Gibbs, Head Teacher Creative & Performing Arts

Mrs. A Gatt, Head Teacher TAS

MS S. Hope, Head Teacher Secondary Studies

MS K Van Es, Careers Teacher

SRC and Casey Chieu

Mr. J. Kalotheos, P & C President.

Mr. L Crangle, Deputy Principal

Mrs. S Bridge, Principal

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

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>