

2009 Annual School Report Cheltenham Girls' High School

NSW Public Schools – Leading the way



Our school at a glance

Students

In February 1262 students were enrolled making the school one of the largest single sex government schools in the state. Approximately 57% of students were from language backgrounds other than English.

Demand for enrolment is very high, with strong demand from within the indicative enrolment area.

The school has high attendance and retention rates and an exceptionally low rate of formal discipline instances.

Staff

In 2009 there were 86.8 teachers at the school. The teaching staff are in general highly experienced and committed to the values of the school. An exceptional number of extra-curricular programs are provided by staff, often in their own time.

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

Significant programs and initiatives

Student achievement in 2009

Literacy – NAPLAN Year 7

Student results in each area of literacy assessed performed significantly above state and like school group performance.

Numeracy – NAPLAN Year 7

Student results in each area of numeracy assessed performed significantly above state and like school group performance.

Literacy – NAPLAN Year 9

Student results in each area of literacy assessed performed significantly above state and like school group performance.

Numeracy – NAPLAN Year 9

Student results in each area of numeracy assessed performed significantly above state and like school group performance.

School Certificate

2009 School Certificate results showed consistent achievement across all Key Learning Areas. Each assessed area was significantly higher than state and like school group averages.

Higher School Certificate

The school's HSC results were particularly commendable with 96 (46%) students from a total cohort of 210 earning 208 Band 6 placements on 33 course merit lists. A further 485 Band 5 placements were also achieved by the cohort.

Two students achieved band 6 in 10 units, thus earning a Premier's Award for Excellence. Five students were placed in the top ten in the State in the following courses: Community and Family Studies, English as A Second Language Japanese, and Senior Science.

Messages

Principal's message

In 2009 the school continued to record outstanding achievement in a broad range of educational pursuits. The school provides a quality learning environment which promotes the best possible educational, social, cultural, and recreational development of the individual. The school enjoys strong positive community relations.

The much anticipated capital works program which commenced late in 2007, were completed by January, thus allowing student to use the new facilities from the

commencement of the 2009 school year. The official opening of the new facilities took place in May when the Hon. Lynda Voltz, MLC, (*pictured above*) formally declared the works completed.

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

P&C Message

The start of 2009 saw the installation of the Year 12 Common Room. The P&C fully funded the common room at a cost of \$150,000 using funds raised by parents through various fundraising activities. This room has provided the Year 12



students with a separate space that is uniquely theirs to meet and work through the range of issues that affect students at the end of their time with the school.

One of the highlights of 2009 has been the approval of the new CGHS summer school uniform. It has taken many years of thought, and negotiation, to finally decide on the new uniform. Thanks again to Suellen Lawrence, Head Teacher Welfare, who has spent so much time in providing samples and designs until a decision was made. I am looking forward to seeing the girls in the new pink uniforms at the end of 2110.

It has been a great disappointment to the P&C that we seem no closer to building the proposed 1100 seat Covered Outdoor Learning Area (COLA), which is to be fully funded from P&C resources. The COLA is currently proposed to be constructed in an unused area of the school on The Crescent. The P&C will continue this year to try to gain approval for this project that will greatly benefit all the girls at the school by providing the only seated area that will cater for all students to meet.

The P&C formed the Entertainment Committee during 2009. It will be this committee's goal to coordinate fundraising within the school. We encourage all parents to take part in activities that will benefit the school community. The end of 2009 saw the first CHGS Trivia night. There was a fabulous turn out of both parents and teachers, with all funds raised on the night going towards future projects at the school. Thank you to those parents that have become a part of this very important committee. We look forward to new parents joining in 2010

I invite all parents to come along, to the CHGS P&C meetings, and have some input into important decisions that affect our school and our daughters. There are many ways that we can all help make a difference and I encourage all parents to join in.

As this is my last report as P&C President, I would like to acknowledge the support I have had from the members of P&C Executive, the School Executive and in particular our Principal Susan Bridge.

Mrs Louise Dighton, CGHS P&C President

Student representative's message

The Student representative council; an organisation within the school that allows all grades to voice their opinion at an administrative level, also known as a bunch of skilful, talented, entertaining and brilliant girls who have a common interest in leadership and school spirit had a wonderful 2009-10!

The new SRC started off in term two 2009 with renewed enthusiasm and heaps of ideas. We held meetings weekly in order to implement as many of these ideas as we could. One of our greatest achievements took place early on. SRC got photo identification approved for 2010. This was a huge achievement for us!

Another great success for the SRC was the Multicultural Food Fair held mid term 2. The SRC split into sub-committees to organise stalls from different regions. A European, Asian, Indian, and French food stall made for very yummy lunch. The Social Justice Group joined in and held an Aussie stall. The day was a huge success raising over \$850 and loads of school spirit.

In accordance with Cheltenham tradition Cheltenham Girls participated in World Visions 40-Hour Famine raising a huge amount of money. Girls participated by restricting themselves from something important to them like food, furniture, technology or their voices. We raised over \$15 000! This wonderful effort showed how Cheltenham Girls value lending a hand to those less fortunate.

SRC organised for the second year the 'Student Server' scheme for the canteen. Girls from years eight and nine volunteered their lunchtimes to help out in the canteen in exchange for a free item off the menu at the end of lunch. Many thanks must go to the girls who helped out in the canteen in 2009.

The SRC held many small-scale projects throughout the year. We held mufti days, a hot chocolate stall, and cake stall, sold merchandise for the Starlight Foundation and donated books for the Burnside charity.

At the Year 12 final assembly the SRC gave each student a 'Cheltenham Girls' Survival Kit' and a pink iced cupcake. I'm sure these were very much appreciated from the emotional happy smiles we were given.

Spirit Week has just wrapped up for another year. It was extremely successful raising lots and lots of money for people suffering from Motor Neuron Disease and Autism. We held many activities including Pop-a-prize, a mufti day, a free breakfast, a Pizza lunch, jumping castles, Drawtism and a sausage sizzle lunch at the end of the week to celebrate a fabulous week!

This year would not have been as successful if it weren't for some very special people. Many thanks must go to the SRC girls who have dedicated hours of tireless effort and enthusiasm, Miss Nealon and Mr Tattersal our 2009 SRC Co-ordinators, and Miss McLachlan who has come on board with Miss Nealon for 2010, who without their help the SRC wouldn't function. However the biggest thanks must go to the 3 girls who kept me

sane this year, Vice President Lauren Black, Senior Secretary Cherie Yu and Junior Secretary Grace Grierson. Their ongoing organisation, enthusiasm and willingness to help are something that must certainly be commended. The biggest thanks must to the students of Cheltenham Girls whom without their enthusiasm and brilliant suggestions that have fuelled the SRC, it would have been impossible to have achieved such a successful year!

Zoe Hillig, SRC President 09/10

School context

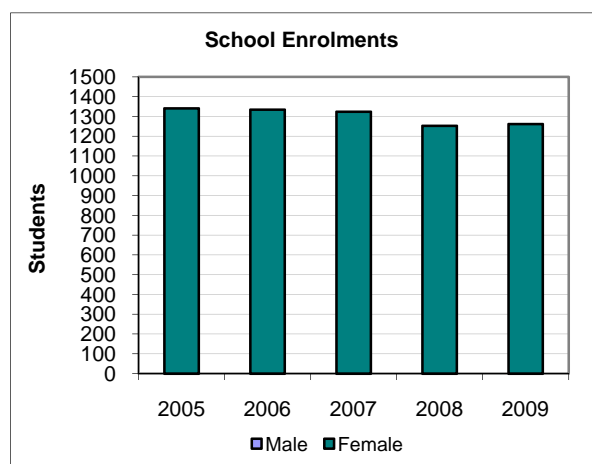
Student information

Enrolment numbers have been stable for well over a decade at circa 1200. In 2009 the school was among the largest single sex schools in the state with an enrolment of 1262.

Approximately 60% of total enrolments in 2009 are from language backgrounds other than English. The school has a very high retention rate, well above the state and district pattern. This indicates a highly stable student population, which in turn allows for long term planning and development. There are waiting lists of both local and non local applicants for enrolment into Years 7 – 10. Student attendance patterns are higher than regional averages and in turn higher than 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 school are some of the probable reasons for the high retention rates. Enrolment at Cheltenham draws almost exclusively from the local area, which also contributes to high retention rates.

Student enrolment profile

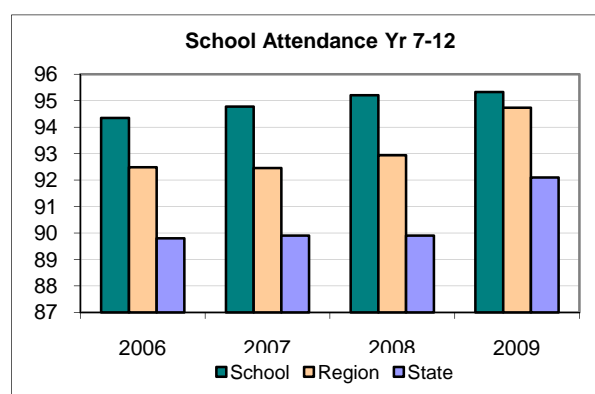


Student attendance profile

Attendance rates in Years 7 – 10 are significantly above state and regional means and currently exceed 95.5%. Student attendance is closely monitored and regular contact with parents and caregivers is maintained.

The school's policy of posting home attendance reports twice per term and SMS absence messaging have seen a continued improvement in school attendance.

Attendance rates in Years 11 – 12 are consistently above state and regional means. In 2009 the attendance rate was 94.5% representing an increase of 1.4 percentage points on 2008.



Management of non-attendance

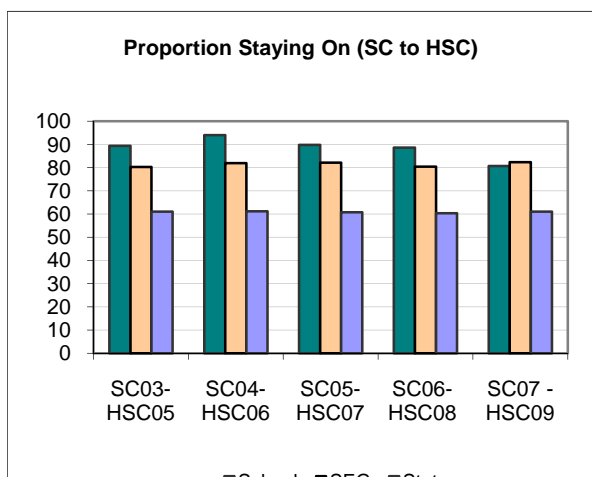
Those few students who experience difficulty in maintaining attendance are supported by extensive welfare and counselling programs, together with, as necessary, support from regional Student welfare personnel.

Retention to Year 12

Of Year 10 students enrolled at the school in 2007, 80.7% continued on to complete their HSC at Cheltenham. This figure is approximately 21% higher than the state average and further supports the high degree of satisfaction amongst parents and students with the quality of learning opportunities provided at the school. The vast majority of these students had been enrolled at the school since year 7.

Pictured to the right are the two students nominated for Design Tech with their teachers.





Post-school destinations

Of the 205 students in the Year 12 2009 cohort, 79% received offers of a place at public universities. The most popular destination was The University of New South Wales, followed by Macquarie University.

The school held its annual afternoon tea for graduating Year 12 students early in 2010, where additional information is gathered regarding post-school destinations.



Pictured above: the SRC Fund Raising for Pink ribbon Day 2009

Year 12 students undertaking vocational or trade training

14% of Year 12 students undertook vocational or trade training in 2009. The courses studied were: Accounting, Business services, Retail Services, Information Technology, Entertainment, and Hospitality. The most popular course for students was Accounting. All vocational courses are delivered off campus.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of Year 12 students attained their HSC or equivalent vocational educational qualification in 2009.

Staff information

The teaching staff is highly experienced and stable with few transfers being sought. Many are long-term members of staff with an associated deep commitment to the school's ethos and values.

Staff establishment

The school had 84.6 teachers allocated in 2008. These included full-time and part-time positions. These teachers were supported by 14.1 school administrative and support staff, who similarly worked on both a full-time and part-time basis. 1.18% of the teaching staff is of an Australian Indigenous background.

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	14
Classroom Teachers	63.4
Support Teacher Learning Assistance	0.2
Teacher Librarian	1.4
Teacher of ESL	1.6
Counsellor	1.0
Total	84.6

Teacher qualifications

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

In addition a number of teaching staff is seasonally employed by the NSW Board of Studies in the marking and/or supervising of School Certificate and Higher School Certificate marking. This greatly contributes to the pool of understanding and expertise in the delivery of classroom teaching in these areas.

In 2009 individual teachers undertook courses, conferences and professional learning in areas such as the following: leadership, curriculum (including assessment and programming), subject specific courses and conferences, mental health and child protection.

Qualifications	% of staff
Degree or Diploma	86
Postgraduate	14

Financial summary

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

Income	\$
Balance brought forward	944 732.43
Global funds	573 346.06
Tied funds	317 910.45
School & community sources	999 657.68
Interest	46 256.47
Trust receipts	330 121.40
Canteen	0.00
Total income	<u>3 212 024.49</u>
Expenditure	
Teaching & learning	
Key learning areas	259 819.43
Excursions	306 775.72
Extracurricular dissections	107 855.62
Library	24 496.69
Training & development	3 770.73
Tied funds	186 774.38
Casual relief teachers	119 936.04
Administration & office	405 618.37
School-operated canteen	0.00
Utilities	109 362.17
Maintenance	70 155.74
Trust accounts	286 341.44
Capital programs	171 848.82
Total expenditure	<u>2 052 755.15</u>
Balance carried forward	<u>1 159 269.34</u>

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

Community Use of School Facilities

In 2009 there was a continuation of the use of our facilities by Chris' School of Dance and Eastwood Thornleigh District Tennis Association. The former group makes use of our school hall on Thursday evenings for a dance class whilst the latter group hire our tennis courts for Saturday morning competitions.

Our Parents and Citizens (P & C) Association meet twice a term in our staff common room. In addition, the executive of the P & C utilise the common room for their own meeting prior to each general P & C meeting.

School performance 2009

Achievements

Visual Arts

In 2009, the Visual Arts department enjoyed successes and achievements in both the Senior and Junior years.

In term 2 student from yrs 7 and 8 entered the Pennant Hills/ Cherrybrook Rotary poster competition and scooped the prize pool. At a special awards dinner Yr 7 students Sumi Shin and Sylvia Cho received 1st and 2nd prizes.

Mikala Tavener-Hanks (Yr 9) and Tess Tavener-Hanks (yr 8) impressed the school when their independent entries into the Moran photographic competition were both short listed for hanging in the junior divisions. This was a remarkable achievement considering it is a major national competition fielding over 16,000 entries.

In the July and October holidays 5 Year 11 students, selected from their individual applications undertook an intensive studio practice course at the National Art School in Darlinghurst. The students – Jennifer Goodwin, Kristelle De Freitas, Rina Fan, Genevieve Madafiglio and Hannah Power, attended workshops in their chosen fields –sculpture, painting, and drawing. The October workshops culminated with an impressive exhibition and the students being accredited with certificates of achievement in an accredited 1 unit HSC course.

A number of students successfully entered artworks in local area Art Shows. Yr 7 student Faith Mrljak had her work selected for the Mosman Art exhibition and Jennifer Goodwin received a highly commended in the Hornsby Art Prize – student division.

Our annual exhibition in August this year was opened by former Art inspector of schools Roy Knudsen, who commented on the extraordinary range of high standard artwork. The exhibition piloted a new format, hung for three days rather than one, and received many more visitors from the general public, parents, and the staff than in previous years.

The year ended with the successful selection of Year 12 student Jessica Wong's painting series for Art Express. Jessica celebrated the opening of Art express, displaying her paintings at Hazelhurst Gallery in Sutherland in February 2010.

2009 saw the continuation of our popular scheme, Artwork of the Month which sees a junior artwork selected and framed for display in the office and then within the school. Seven new works now adorn the school corridors and receive many

positive comments from students, staff, and visitors.

Performing Arts

Eight students represented Cheltenham Girls' High School in the NSW Performing Ensembles during 2009. Membership of the ensembles demands a high level of dedication and commitment from all students in addition to their support of school and regional performing arts programs. All members attend weekly rehearsals in a central venue and represent New South Wales Department of Education and Training at high profile events and venues throughout Sydney, New South Wales, interstate, and at times, internationally. The ensembles included: NSW Public Schools Millennium Marching Band, NSW Public Schools String Sinfonia, NSW Public Schools Symphonic Wind Orchestra, NSW Public Schools Symphonic Wind Ensemble, and the NSW Public Schools Senior Dance Company.

Sport

Cheltenham Girls' High School celebrates sporting achievement at the Annual Sports Assembly in Term 3. This year we were delighted to have Marcia Ella-Duncan as our guest speaker. Marcia was the first Aboriginal scholarship holder at the Australian Institute of Sport and the first Aboriginal woman to represent Australia in netball. She talked about how she combines her love of sport with a commitment to social justice by continuing to work with Aboriginal young people.

Students from Cheltenham Girls' achieved some outstanding individual results at Zone level. The school finished in first place at the Zone Athletics Carnival, at the Cross Country and in the Zone Grade Sport Competition and fourth at Zone Swimming. As a result of excellent results throughout the year, the school was awarded the zone champion trophy.

Students were selected for representative teams for a variety of team and individual sports. Students competed in all school carnivals up to and including National level- one student in National Cross Country and two students in National Athletics.

The school competed in the Combined High Schools Knockout competition. The Open Waterpolo team and Soccer teams were regional semi finalists. The knockout Softball team were regional finalists and went on to represent Sydney North at the NSWCHS Championships in Newcastle.

Students in Year 7 and 8 continued to participate in integrated Sport on a weekly basis. Throughout

the year they participated in range of team sports such as korfbal, woodcrick, sofcrosse, basketball, netball, touch, tennis, softball and hockey. They also participated in a Sport Skills Day at Cherrybrook and received specialised coaching in sports such as tae kwon do, ultimate Frisbee, handball, soccer, lacrosse, and hockey and team work skills.

Students in Years 9 and 10 participated in Monday afternoon sport. Year 11 students participated in Tuesday afternoon sport. They participated in a variety of sports both on and off school campus and had access to professional coaches. These sports included gymnastics, self defence, indoor soccer, aerobics, cycle class, basketball, tennis, and badminton.

The Premiers Sporting Challenge was implemented for the first time at Cheltenham Girls High School with 40 girls participating voluntarily. The school was awarded a gold award, with individual teams being awarded both gold and diamond awards.

Other Achievements

One student completed the University of Sydney HSC Course 'Mind and Morality', obtaining a Credit pass.

Four students completed the National Art School's Visual Arts Extension course: HSC Intensive Studio Practice, a One Unit Board of Studies approved course. Of the four students one received the maximum possible result of 50/50, the other three receiving results ranging from 47/50 to 44/50.

One student successfully nominated for Art Express

Three students nominated for HSC Design and Technology exhibition DesignTech, with two students' works selected for display out of the 23 student works chosen across the State. Cheltenham Girls' High School was the only school in the state to have two students' works on display.

Three students were nominated successfully to exhibit their Major Textile Project in the 2009 Textstyle Exhibition.

Three students were nominated successfully for the HSC Music showcase Encore.

One student was nominated successfully for the HSC Industrial Technology Major Project exhibition InTech.

In the Australian Statistics Poster Competition run by the Australian Mathematics Trust, the Cheltenham Girls' High School team won the NSW 1st prize of \$100.

In 2009 350 students competed in the Australian Mathematics Competition with 4 High Distinctions, 42 students receiving Distinction Certificates, 154 Credits, 110 Proficiency, and 40 Participation awards.

Students from Year 7 and 8 competed in the Have Sum Fun Online competitions and their results were commendable.

This was the first year that the school participated in the Australian Statistics Poster Competition. Eight students from Year 9 entered and 2 won the Junior Secondary Prize.

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

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

and/or

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

Interpreting Graphs and Statistical Information

On the following pages are several informative and comprehensive graphs which detail Cheltenham Girls' High School academic performance for the 2009 cohort. These include the comparison of CGHS results with DET determined Like School Groups (LSGs).

Schools are allocated to LSGs on the basis of the two community factors which were shown to have the greatest impact on school average outcomes; the average socioeconomic status (SES) of school communities and geographic isolation.

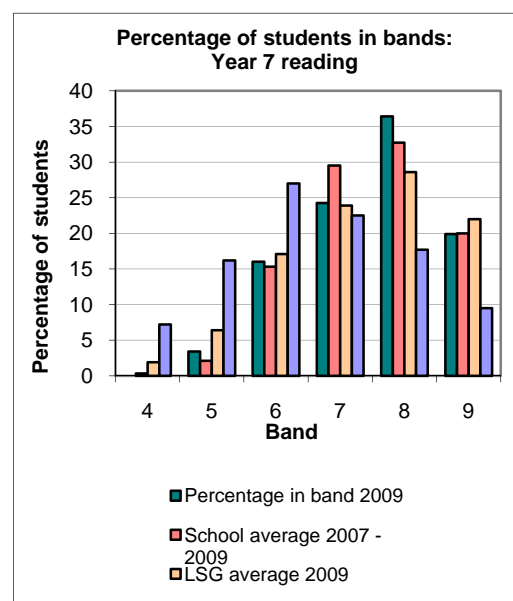
The two factors used to identify and allocate schools are:

- SES, calculated using the Australian Bureau of Statistics (ABS) Socioeconomic Index for Areas (SEIFA) 'disadvantage' measure
- Geographical isolation, as measured by the ABS endorsed Accessibility/Remoteness Index of Australia (ARIA).

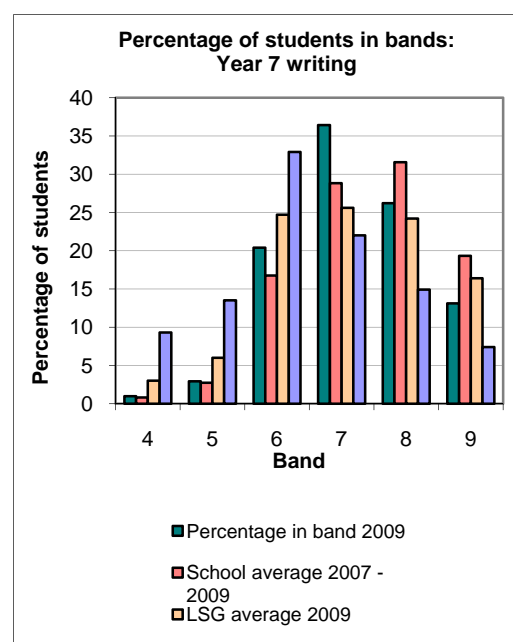
Metropolitan schools are primarily those in the Newcastle, Sydney, and Wollongong areas. Schools allocated to Metro D have many students from Census Collection Districts that have a high SES Index. Cheltenham Girls' High School is in Metro D.

Literacy – NAPLAN Year 7

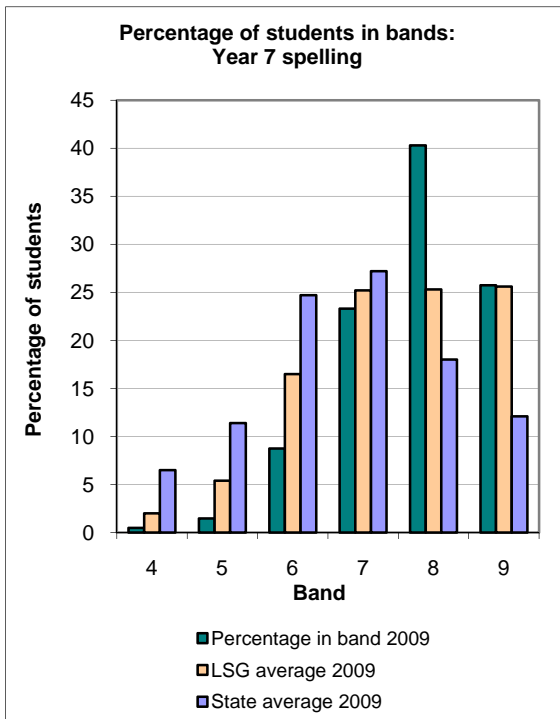
Reading



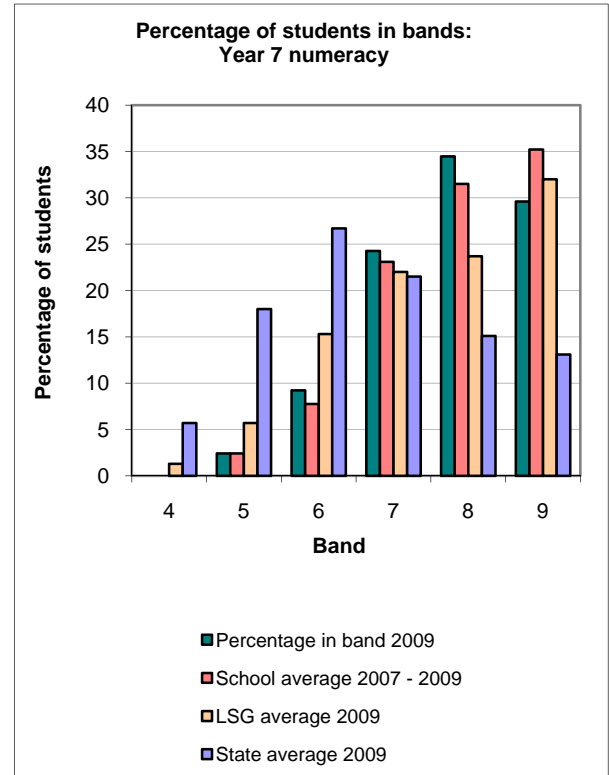
Writing



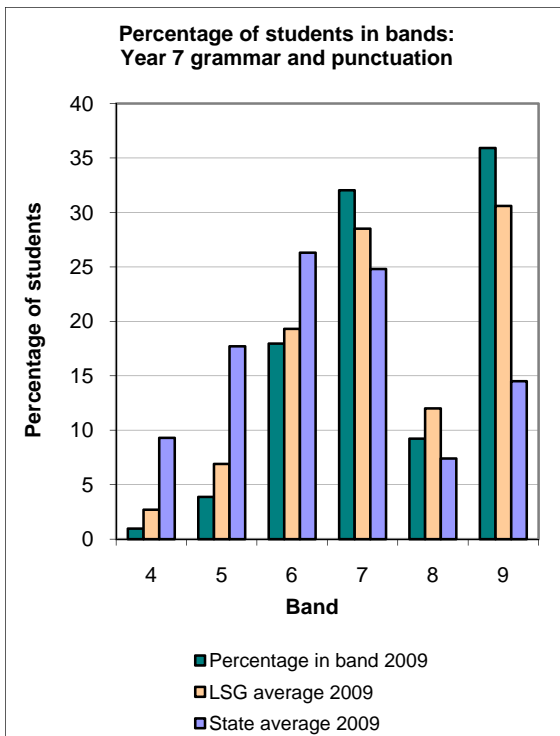
Spelling



Numeracy – NAPLAN Year 7

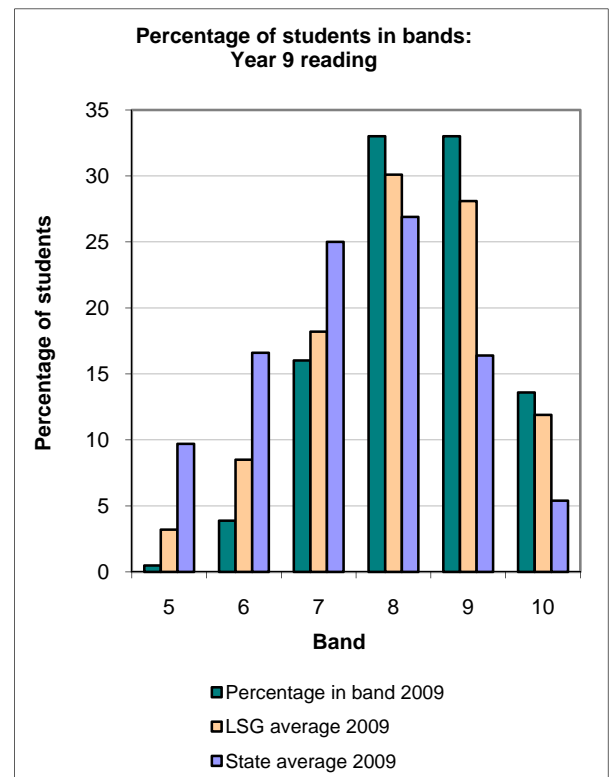


Grammar and Punctuation



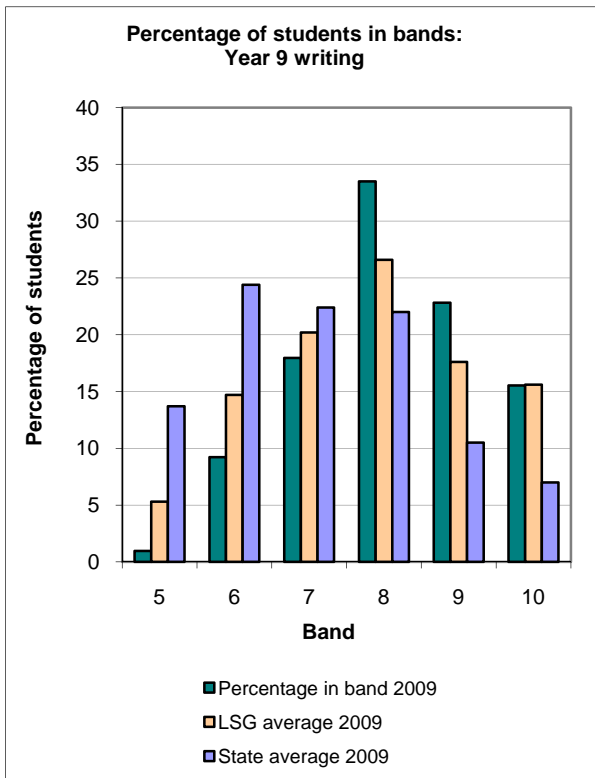
Literacy – NAPLAN Year 9

Reading



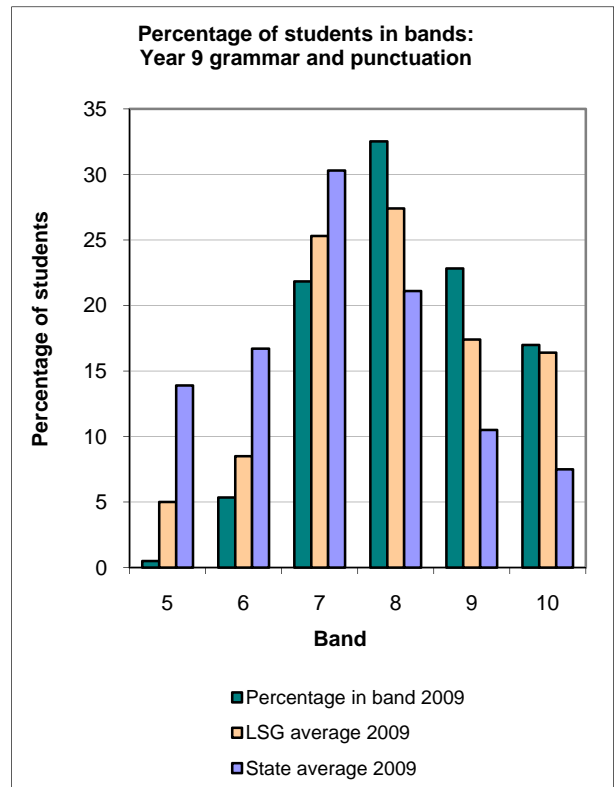
Literacy – NAPLAN Year 9

Writing



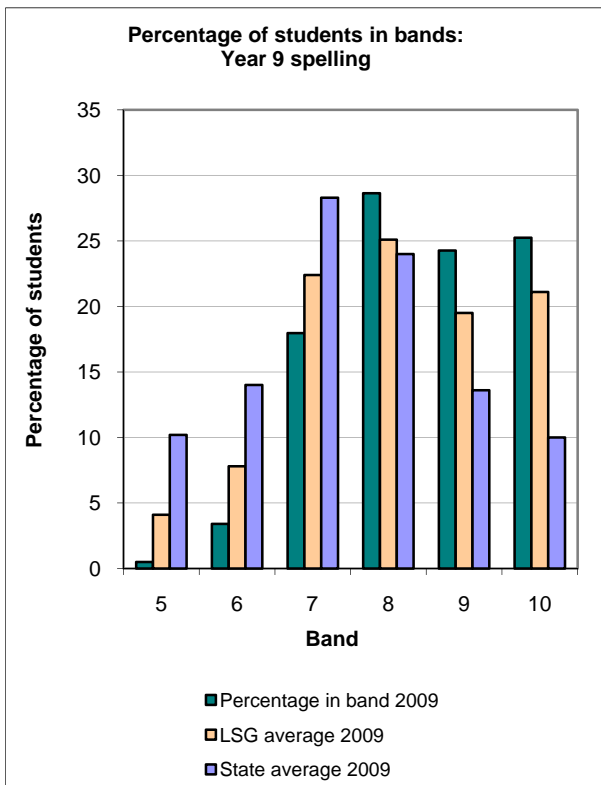
Literacy – NAPLAN Year 9

Grammar and Punctuation

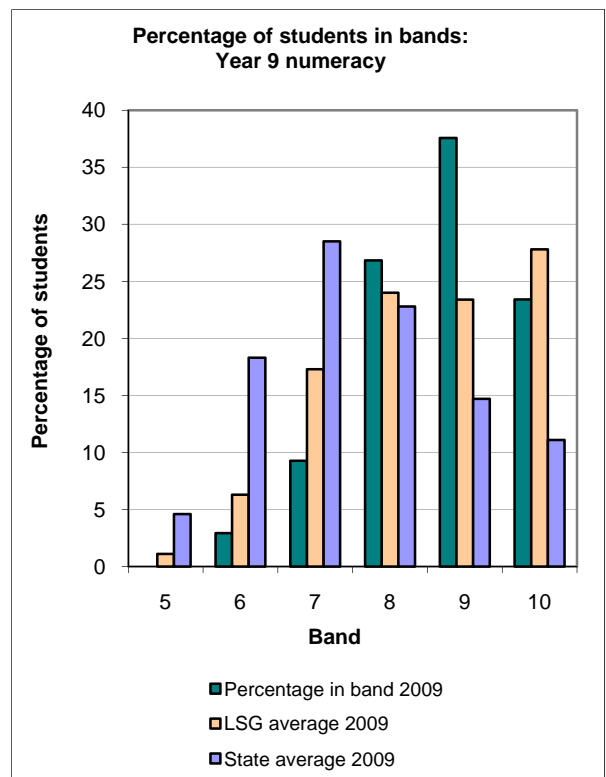


Literacy – NAPLAN Year 9

Spelling



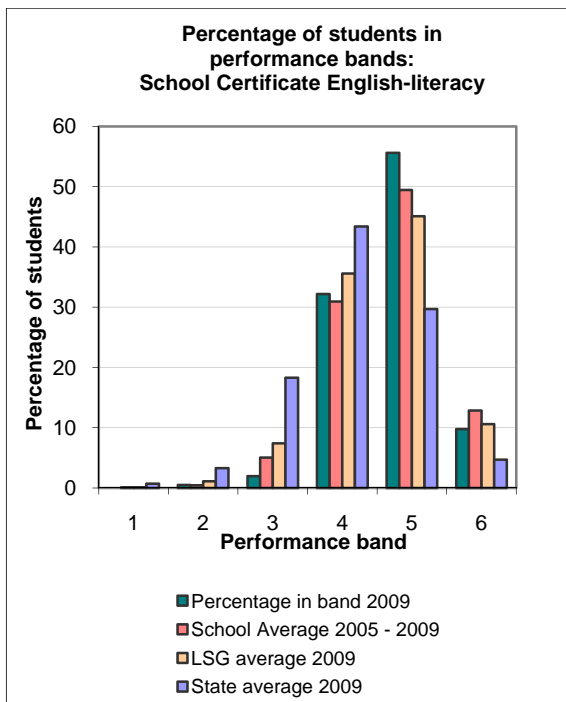
Numeracy – NAPLAN Year 9



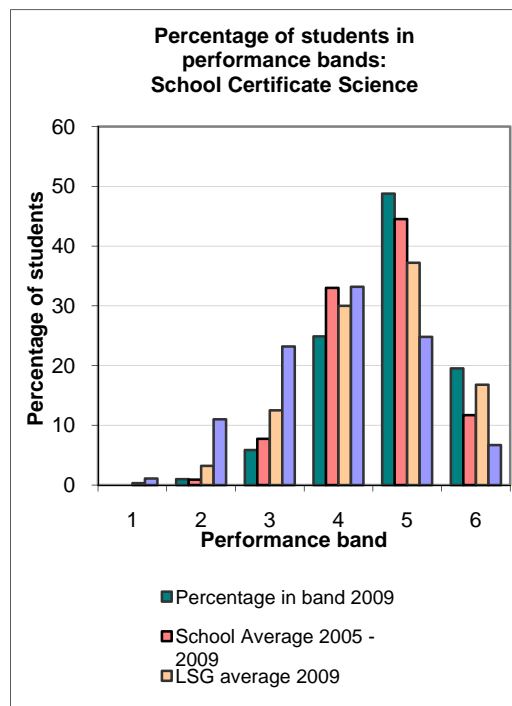
School Certificate

English - Literacy

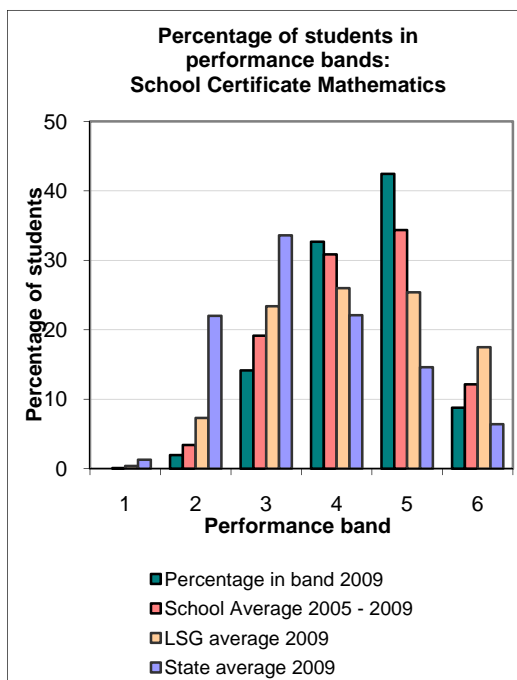
205 students attempted the English Literacy Test for Year 10. Of these, 65.35% of students achieved results in Bands 5 and 6. The percentage of Cheltenham students in Bands 5 and 6 exceeded the State average by 20%. This compared with the state average of 38.55% of candidates who achieved the same results. Over 55% of students gained Band 5 results with no candidates performing in the lower bands.



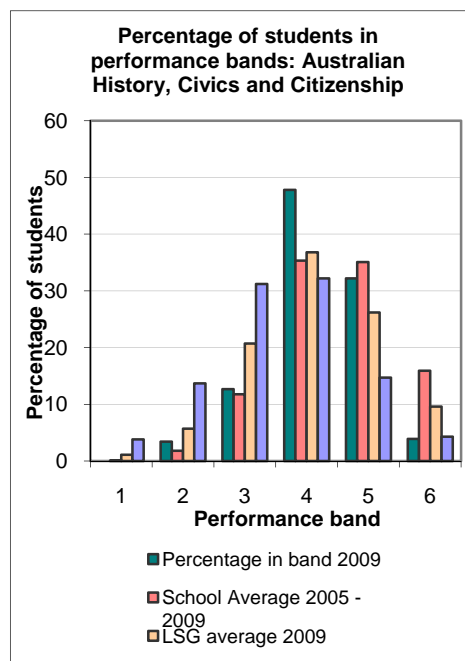
Performance was similar to the Like School Group in the Middle and High groups. Most students showed improvement from the BST to the School Certificate with the majority being above the state reference line.



The candidature for **Science** was 205. Results achieved were: Band 6: 19.51% Band 5: 48.78% Band 4 or better was achieved by 93% of the candidates.

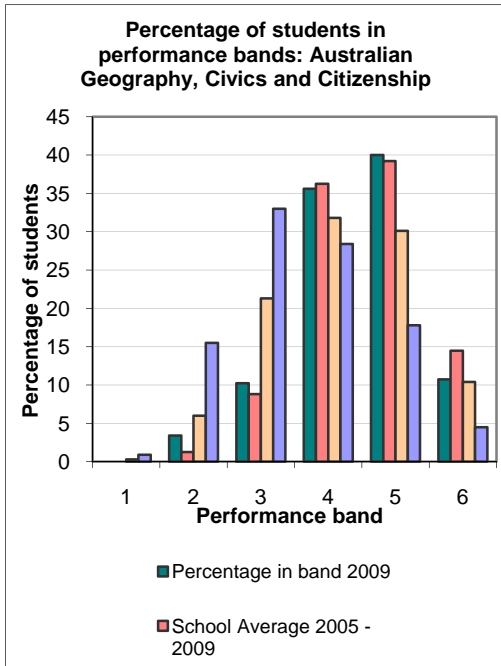


In the **Mathematics** external School Certificate tests the 2009 cohort there were a greater percentage of students receiving Band 6 than in 2008. The performance of our students compared favourably to our Like School Group. The Relative

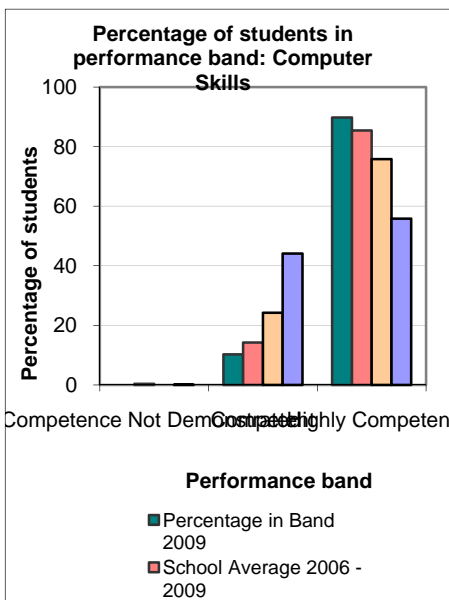


Students presenting for the 2008 School Certificate in **Australian History, Civics and Citizenship** achieved results significantly above the state average and above like schools. Eight per cent were placed in Band 6 (state = 5.26%) and a further 32% scored results in Band 5 (state

17%), with 84% of students achieving Bands 4-6 against the state average of 49%.



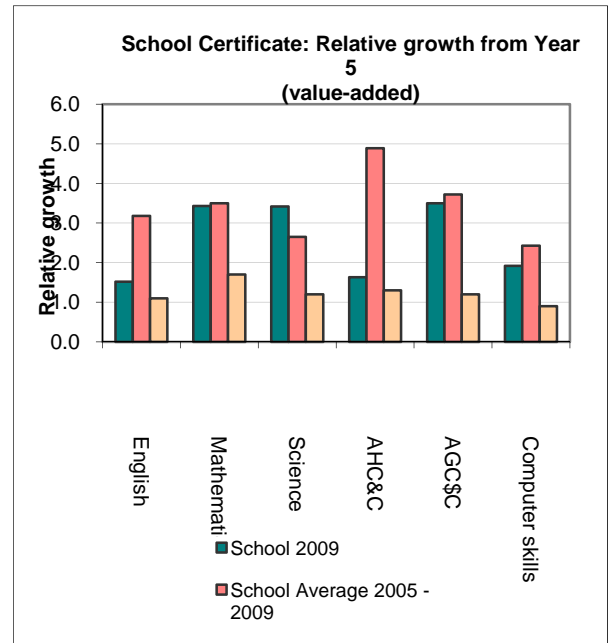
Students presenting for the 2009 School Certificate in **Australian Geography, Civics and Citizenship** achieved results significantly above the state average and slightly above the like schools group. 10.7% of students achieved a Band 6 (State = 5.3%) and a further 40% of students achieved Band 5 results (State = 22.3%). 86% of students achieved Bands 4-6 results against the state average of 56%.



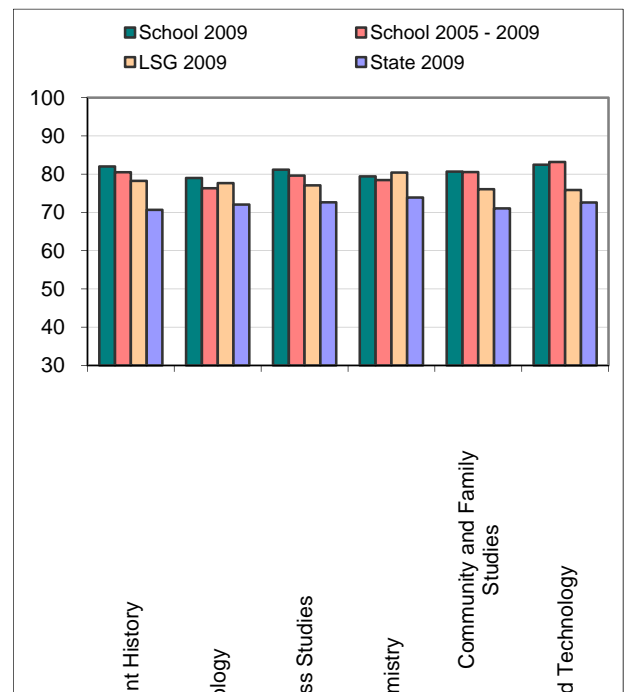
The Computer Skills Test was sat by 205 students. From the assessment, 184 were deemed to be Highly Competent and 21 as Competent. In comparison to the rest of the state 89.8% of Cheltenham's students were Highly Competent (state 55.8% and Like School Group 75.8%) and 10.2% Competent (state 44.1% and Like Schools Group 24.2%). In 2008, 83.1% of

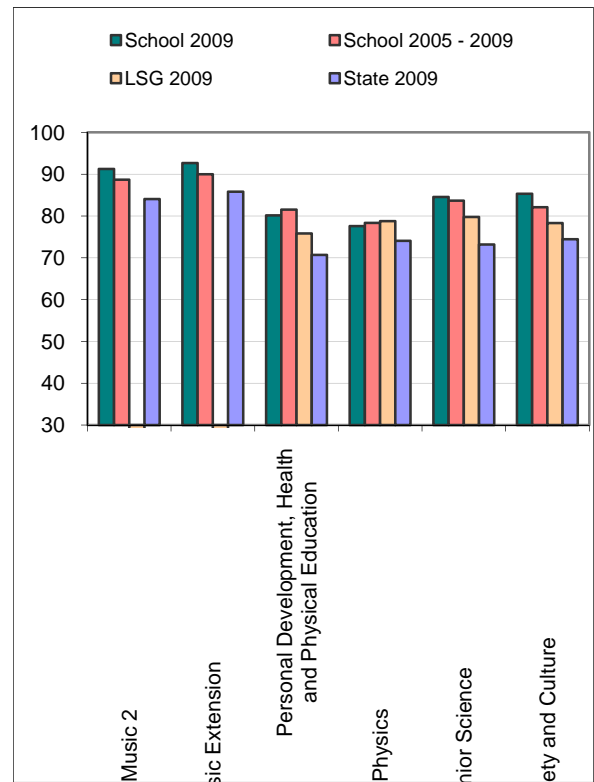
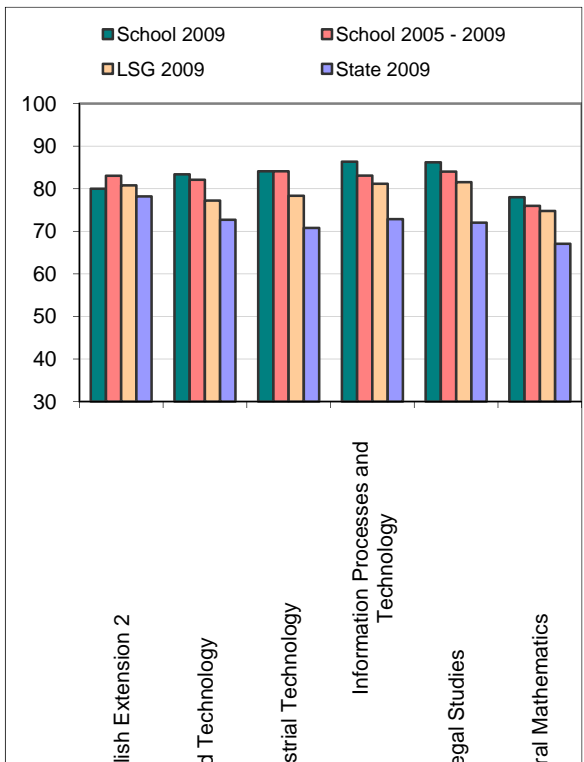
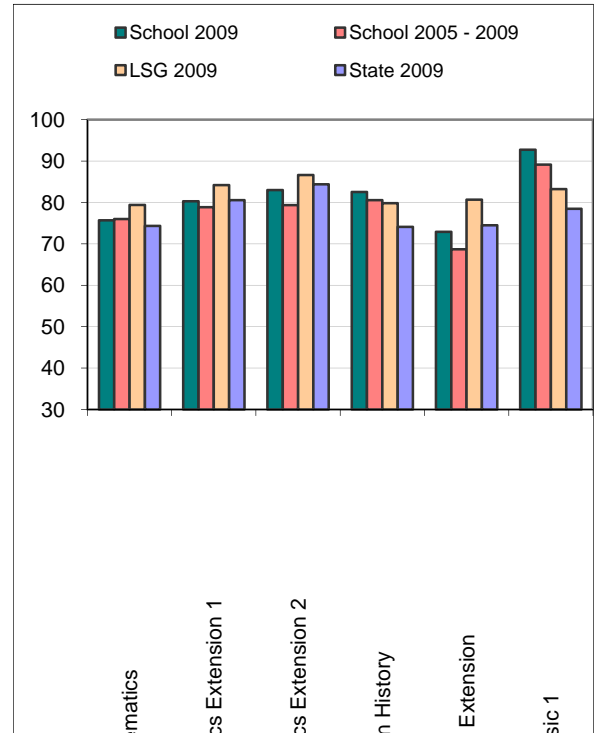
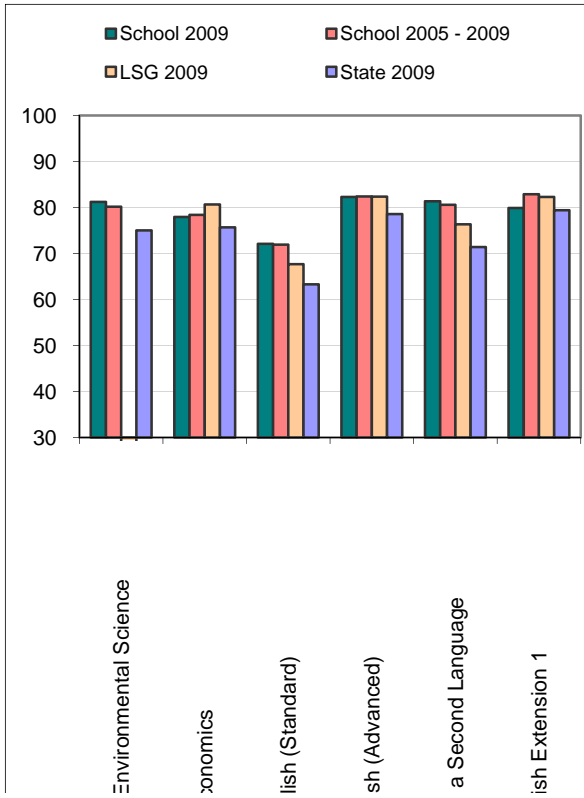
Cheltenham's students were considered Highly Competent (state – 51% and Like Schools Group 63%) and 17% Competent (Like Schools Group 37%, state – 48%). From this data and results from previous years, there appears to be a steady improvement in both the schools' and state results

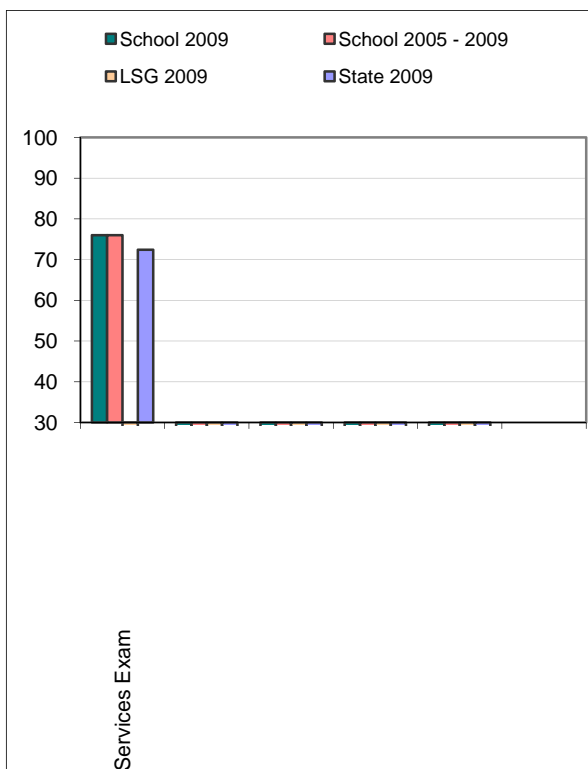
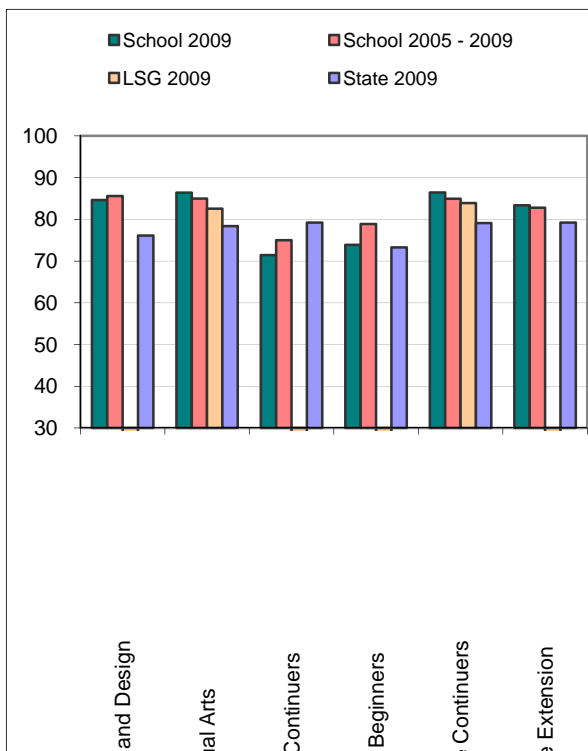
School Certificate relative performance comparison to Year 5 (value-adding)



Higher School Certificate







The **English** results reflected a sound performance by candidates in each course. Improvements in Band 5 results were noted in English Advanced, English Standard and English as a Second Language. 70% of candidates scored Band 5 and 6 in 2 unit Advanced English. 68% of the 2 Unit Standard English students gain results in band 4 and 5. 60% of English as a Second Language gained results in Bands 5 and

6. 93% Extension 1 and Extension 2 student gaining Bands E3 and E4.

The trend for **Mathematics** and General Mathematics students to score above state average has continued with General Mathematics scoring significantly above the state.

In General Mathematics there were no students who received Band 6 but the number receiving Band 5 remained similar to 2008. Altogether the percentage in both bands was 37%. In Mathematics there was also a decline in those students who received Band 6 and a corresponding increase in numbers in Band 5.

The Extension 1 and 2 cohorts performed at about the state average. Similar numbers of students to previous years received the higher bands.

Generally there is a good correlation between school assessment and the exam mark.

The total candidature for all **Science** courses in 2009 was 159.

Over 10% of candidates achieved Band 6. 44% of candidates achieved Band 5. On a per-course basis, the HSC results for 2009 were: Biology: Band 6: 5.6% (6.8%); Band 5: 50.0% (24.9%) Chemistry: Band 6: 13.2% (10.9%); Band 5: 39.6% (27.8%) Earth and Environmental Science: Band 6: 20% (8.0%); Band 5: 60% (32.6%) Physics: Band 6: 0% (11.4%); Band 5: 44.4% (30.1%) Senior Science: Band 6: 45.5% (7.6%); Band 5: 18.2% (28.6%) All courses showed strong performances in comparison to the State.

Candidates in the 2009 **Ancient History** examination were significantly above the state average and soundly above that of the "Like Schools Group." This standard of performance maintains the high standard of student achievement in those presenting for Ancient History at the school from 2005 to the present. Students in Band 6 were 18.6% of total candidates, while Bands 4-6 combined were 95.35% of candidates. This compared well with the state result of 63%.

Students in **Extension History** improved results against those of candidates in the years 2005 – 2008. Their representation in the result Band 3 has increased and dropped as a percentage of the candidature in Band E2 – a pleasing development, in comparison with State results, while there is a slight gap between results of the school and that of "Like School Groups."

Results in the 2009 **Modern History** 2 unit course show an improvement when compared to the average scored by school candidatures of 2005-08. The cohort of 2009 also scored results above that of the state average and to "Like School Groups." Band 6 results were 22% of the total candidature (state = 9.1%) while 64% of all candidates scored results in the top Bands 5 and 6 compared to the state average of 40%. Two per cent of students were placed in Bands 1-3 compared with a state average of 21.5%.

Society and Culture results in 2009 continue to sustain their above state and above 'Like School Group' results, being 3 points above the school results 2005-2009 average, 7 points above the Like Schools Group results and 10 points above the state average. Twenty percent of students scored Band 6 results (state =7%) and 85% of students were placed in Bands 5-6, compared with 41% at the state level. Students in Band 4 represented 10% of students, compared with 19% at state level.

Results in **Business Studies** 2009 were stronger than those of like school groups, state data and previous school results. 53 students completed the Business Studies examination with 13% of candidates achieving Band 6 (State = 8%) and a further 49% of candidates achieving Band 5 (State = 29%). 87% of students achieved Band 4-6 results (State 67%) and no students were placed in the lowest Band.

Results in **Economics** 2009 were above state average but slightly lower than both like school groups and school average results. 45 students completed the Economics Examination with 4% of candidates achieving Band 6 (State = 13%) and a further 44% of candidates achieving Band 5 (State = 33%). 82% of students achieved Band 4-6 results (State = 72%) and no students were placed in the lowest Band.

Results in **Legal Studies** 2009 were stronger than those of like school groups, state data and previous school results. 22 students completed the Legal Studies Examination with an outstanding 50% of students achieving Band 6 (State = 11%) and a further 32% of candidates achieving Band 5 (State = 30%). 95% of students achieved Band 4-6 results (State = 67%) and no students were placed in the lowest two Bands.

Results were outstanding with all **Music 1 and Music 2** students achieving Band 5 or 6. This is the third consecutive year that this outstanding level has been achieved by Course 2 students and an improvement on the previous year for Course 1 students. In Music 2, 75% of students achieved Band 6 compared to a state average of 28% with the remaining 25% of students all

achieving Band 5. Music Extension results were also outstanding with 66.6% of candidates in the top band for extension (E4). This compares with a state average of 52%. Remaining students all achieved E3, the second highest band.

In Music 1, 72.72% of students achieved Band 6 compared to a state average of just fewer than 15%. For 100% of Music 1 and Music 2 students, their music marks was their highest mark or within 1 mark of their highest.

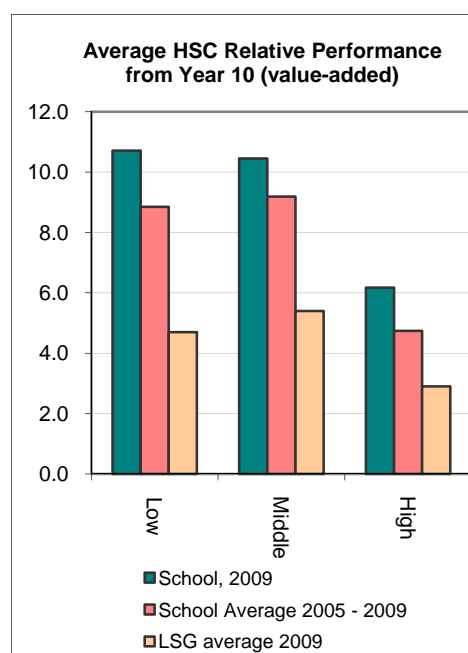
In 2009, 30 students sat for the **Visual Arts** examination. Registering a mean of 85.81, the school was 6.14. Above the state average mean of 79.67 which was significantly higher than last years and the highest school Vs state score for the last 5 years

Results from the PDHPE faculty for 2009 were well above state average. In the **Personal Development, Health and Physical Education Course** results were 7.52% above state mean with 62% receiving a band 5 or 6 compare to 32% of the state.

In the **Community and Family Studies** Course results were 7.98% above state mean with 57% receiving a band 5 or 6 compare to 29% of the state. One student was placed 3rd overall in the state.

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

The school continues to add significant value to the education of all students, with the 2009 cohort demonstrating exceptional growth.



Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009

Minimum Standard Information

Percentage of Year 7 students achieving at and above minimum standard	
Reading	100.0
Writing	99.0
Spelling	99.5
Punctuation and grammar	99.0
Numeracy	100.0

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 9 students achieving at and above minimum standard	
Reading	99.5
Writing	99.0
Spelling	99.5
Punctuation and grammar	99.5
Numeracy	100.0

Significant programs and initiatives

Significant Welfare Programs

Student Leadership

Student Leadership continues to be a strong feature of our school with many of our girls participating in a variety of Students leadership Initiatives. These were; Captains and vice Captains Leadership Day was held at Government House in May and attended by our Captain, Vice Captain and Senior Prefect. Students were able to meet the Hon. Marie Basher and they gained an insight into Parliamentary procedures and leadership roles within government.

We have been making preparations for our school to participate in the High Resolves program in

2010 – 2012. This is a Leadership program that continues for 3 years and will start with Year 8 2010. In addition we have prepared the ground work for our first Senior Leadership Retreat. This will take place early next year for our senior SRC, Captain and Social Justice Leaders and will aim to build leadership skills and character depth into our key student school leaders.

Intensive Reading and Numeracy Program

Based on NAPLAN results there are a small number of students who require additional support to improve their literacy and numeracy

The intensive Reading program was continued with a small group of Year 8 students. This program provided intensive support to assist them to improve their reading and comprehension skills. Testing has shown that students have made significant improvements in Reading age and comprehension.

National Benchmarks in numeracy were met by most students with a very small number who have fallen below the national standard. These students have been given additional support in Numeracy through small group tutoring by the Mathematics staff.

Learning Support Team continues to examine needs of students who are referred through by the teacher, faculty or Middle school initiate. This year there was greater emphasis on supporting a number of year 9 students who experienced difficulty in classroom engagement and school attendance. Teachers were supported with strategies tailored to the student's needs for effective learning in the classroom. With the age of school leaving changing to 17 years old, several students were supported by supplementing their curriculum with TAFE courses to provide them with links for post school employment.

In cooperation with the Counsellors, the STLA further developed the "Friendship Program" and linked this with a Middle School leadership program to provide peer support for students with significant social needs. Out STLA allowance was 11 periods per cycle which is used to provide support in the most "needy areas." The STLA devoted one period per cycle to appointment with struggling senior students to provide general support for homework and tasks. This was used greeted with enthusiasm by many students.

Welfare and Anti Bullying Programs

Cheltenham's welfare team determined that this year would be a year of more proactive programs designed at early intervention and prevention. We

continued to reinforce our anti bullying Policy. The policy clear defines the role that each person has within the school to prevent bullying and deal with bullying issues that arise from time to time. The policy is intended to supplement the anti-bullying programs that are implemented with each year group. Some of these programs are; Verbal Combat, Respect and Relationship Day, Cyber Safety, our Police Youth Liaisons talks, Cheap Thrills and Peer Support – the right choice!

This year we had the **Australian Media and Communications Authority Cyber Safety Seminar**. All students in Year 9 – 12 participated and received valuable information's and skills regarding the wise and ethical use of internet communications, protection of identify and how to avoid identity theft. Student feedback was extremely positive and many of our students expressed that they would make changes to the way they manage their face book accounts. Year 7 and 8 worked through Cyber Safety with their Technology teachers in class groups.

BURN was a program provided by Legal Aid Australian and presented our students with information about the likelihood of crime bystanders being prosecuted for the crime being committed. It provided students with facts and strategies to avoid being a bystander when a crime is being committed by friends or acquaintances. Students found it enlightening and helpful.

Students in Year 9 – 12 participated in a seminar on **Binge Drinking and Drink Spiking**. This was supplemented with the Police Youth Liaison Talks to Years 9 and 10. The program aimed to provide facts and strategies for students to ensure personal safety when out in groups and at parties. The Feedback demonstrated that this information was helpful and timely.

The Merit Award System.

The merit system continues to be widely used by staff and students. Many students were able to achieve their Principal's award this year and we had one student who has achieved this award twice. It is pleasing see that all girls have embraced the 10 hours community service requirement for this award and give their time to the school to benefit others.

Respect and Responsibility

Year 7 Day

Again students had a day of activities that focused on Respect and Responsibility. The topics covered were; Respect for self and culture,

racism, bullying, Safe use of technology, safe travel, anxiety and resilience and time management. These topics are designed to support and promote a healthy school culture and aim to assist students in bonding and developing resilience

Disability Programs include students with Learning Assistance who are supported with individual learning programs and support in transitioning from school to work.

We have a very small number of students with hearing disabilities who are supported with classroom microphones and a teacher's aide. They have settled in and are progressing well in class. We are preparing modifications to the school for the inclusion of greater ramp access to all buildings.

Year 7, 9 and 11 attended camp this year with each camp having a specific focus. Again each camp has received positive feedback and our students enjoy the variety of challenging activities that it provides. The Crossroads Camp was changed from two days to three days this year. It was also moved into May with some excellent speakers including Brett Saunders and Terri Hawkins. The overwhelming feeling was that a 2 day camp was very successful and the preferred option.

Year 6 Orientation Pastoral Care

The pastoral care based Orientation day was again hugely successful. Students were placed into classes and spent the day touring the buildings, familiarizing themselves with their home room and classmates. They had a sausage sizzle and activities for each class run which was run by the SRC. The day was very student centred and students were made to feel welcomed by the staff and peer support groups.

Peer Support continues to be a strong feature of this school with the Year 7 groups taken by the year 10 leaders and the Year 8 groups followed through with their Year 11 leaders. Training was provided by Rising Generations who have refreshed and renewed the training programs for Peer Support.

Pictured to the right are House Captains celebrating at our annual Sports



carnival



Pictured above is Year 9 student Stephanie Donaldson with NSW Minister for Education and Training Verity Firth at the Premier's Reading Awards and government house.

Aboriginal education

Students have engaged in Aboriginal Studies through their Key Learning Areas, student presentations, and special events. Aboriginal perspectives were an integral part of Stage 4 and 5 History, HSC Studies of Religion, HSC Society and Culture, Legal Studies, Textiles and Design, Visual Arts and PDHPE.

The school annually celebrates NAIDOC week. A major initiative has been the introduction of HSC Aboriginal Studies as a subject for the 2010 HSC, offered to an accelerated group of Year 10 students who are studying the Preliminary course in Years 9 and 10. They have been active in whole school presentations, attended excursions focused on Aboriginal Studies at the Botanical Gardens, Art Gallery of NSW, Gibberagong in the Kuringai area and the Fred Hollows Indigenous Literacy initiative. The students have focused on identity, land, culture, and the impact of contact and settlement, specifically related to the Darug, Kuringai, Waradjiri, and Yolngu peoples.

Values related to respect and understandings are reflected in all school assemblies and gatherings which commence with Acknowledgement of Country.

National School Chaplaincy Program.

In 2009 the School again received Federal Government funding under the National School Chaplaincy Program. This has enabled our School Youth Worker, previously employed 3 days per week by the local community, to be employed an additional 2 days a week under this program. This is a voluntary service that staff, students, and parents can access at their own discretion.

The primary roles carried out include:

- Providing guidance to students on issues concerning human relationships;

- Assisting school counsellors and staff in the provision of student welfare services;
- Providing support in cases of bereavement, family breakdown or other crisis and loss situations; and
- Being readily available to provide continuity and on-going support for individual students and staff where this is necessary and appropriate.
- Providing additional support staff on camps and excursions.
- Running Year 12 community breakfasts

The additional support provided to the school community through the position has been highly beneficial to a large number of students across the school from year 7 to year 12.

Progress on 2009 targets

Target 1 Student Engagement and Retention

With the implementation of State legislation raising the School Leaving Age commencing in 2010, the school reviewed teaching and learning times and curriculum offerings. Quality Teaching practices were reviewed within the framework of longer teaching periods.

Our achievements include:

A high retention rate from Year 10 into Year 12, Student satisfaction surveys indicate a high degree of engagement with classroom learning.

Target 2 Connected Learning

All Year 9 students received a personal laptop computer in the second half of the year as part of the Federal government's Digital Education revolution. Additionally two new staff member were appointed to the school as technology Support Officers. One third of teaching staff also received laptop computers.

Target 3 Literacy

With the appointment of a new Head Teacher Teaching and Learning our Middle Schools Teams met to focus on classroom support for students with literacy needs. Greater use was made by an increasing number of staff of the SMART data. Literacy results in external testing across all years shows substantial student achievements.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of the structure of the school day and the efficacy of the Year 7 Transition program

Educational and management practice: Revising the Structure of the School Day

During 2009 extensive consultation took place within the school community regarding the structure of the school day. The school initially reviewed the current delivery methods of a 7 period day consisting of an average of 47 minutes, together with senior classes being held before and after school.

Background

The review of existing arrangements identified a number of anomalies in teaching time across subject lines. A clear discrepancy was identified in the senior years, with some courses receiving over the course of a year significantly greater teaching time.

Findings and conclusions

Once the review was completed it was clear that there was no support for retaining the existing structure. A survey of similar school was then undertaken to examine the structure of their curriculum delivery. A number of models were proposed and discussed.

Future directions

Following a vote by staff students and parents a five period standardised day was adopted for implementation in 2010.

Curriculum: Year 7 Transition program

Background

In 2008 revisions were made to the school's Orientation program for incoming year 7 students. This was extended in 2009, coinciding with the opening of our new building, with the implementation of Year 7 home Rooms, Home Teachers, and Year 7 Teacher Team meetings.

Findings and conclusions

All Year 7 students were surveyed during Term 4 about their experiences and perceptions of secondary school. The main concerns expressed by students focussed on managing new teachers and adapting to new setting. Students rated as most useful to their preparation for secondary

school the allocation of a Home Room for core curriculum delivery, complemented with specialist rooms as appropriate. This was followed by family support and Year 7 Camp.

Future directions

It is anticipated that State Government funding will be available in 2010 to establish a position of Transition Coordinator at Cheltenham Girls' High School. Of the many duties this position will have, increasing liaison and understanding between the secondary school and partner primary schools will be a priority.

Professional learning

Cheltenham Girls' High School provides for the professional development of all staff, teaching, and non teaching. In 2009 these included:

- School Development Days in terms one, two, three, and four.
- Whole school staff meetings after school twice per term.
- Opportunities for teachers to attend professional development programs targeted to school and individual professional learning outcomes.
- Opportunities for teachers to attend in-house 'Technology Workshops' as a way to build ICT skills in preparedness for DER.
- Introduction of 'Tech-Times', a quarterly publication which provides hints, tips, and ideas to teachers on how to integrate ICT into the classroom.
- DER Laptop Orientation Days for staff laptop recipients.

The Head Teacher, Teaching & Learning oversees all activities with a view to establishing clear links between professional learning and the improvement of student learning outcomes.

School development 2009 – 2011

The school's Strategic Plan 2009 – 2011 covers six priority areas: Literacy, Numeracy, Student Engagement, and Retention, Aboriginal education and Training, Teacher Quality and Digital Learning.

The extension of the Student Laptop rollout, coupled with increasing staff access to the software to support digital learning is keenly anticipated. This digital revolution has already driven our reconsideration not only of the school day but also of other educational management practices such as electronic voting, electronic

assessment and communication and electronic subject selections.

About this report

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

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Louise Dighton, P&C Association

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