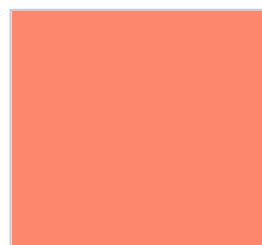


# 2010 Annual School Report Cheltenham Girls' High School

NSW Public Schools – Leading the way



# Our school at a glance

## Students

In February 1274 students were enrolled making the school one of the largest single sex government schools in the state. Approximately 61% of total enrolments in 2010 are 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 2010 there were 84 teachers at the school. The teaching staff is 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 2010

#### Literacy - NAPLAN Year 7

Student results in each area of literacy assessed performed significantly above state performance.

#### Numeracy - NAPLAN Year 7

Student results in each area of numeracy assessed performed significantly above state performance.

#### ESSA - Year 8

Student results were significantly above state performance.

#### Literacy - NAPLAN Year 9

Student results in each area of literacy assessed performed significantly above state performance.

#### Numeracy – NAPLAN Year 9

Student results in each area of numeracy assessed performed significantly above state performance.

## School Certificate

2010 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 111 (51%) students from a total cohort of 219 earning 223 Band 6 placements on 38 course merit lists. A further 485 Band 5 placements were achieved by the cohort.

Two students achieved band 6 in 10 units, thus earning a Premier's Award for Excellence. Seven students were placed in the top ten in the State in the following courses: Aboriginal Studies, Community and Family Studies and Japanese Continuers.

## Messages

### Principal's message

In 2010 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.

A highlight of 2010 was the completion of the refurbishment of the all Science laboratories. The refurbishment cost in excess of \$1,250,000. The monies for this project were provided by the State Government. The official opening of the new facilities took place in April when the Hon. Lynda Voltz, MLC, formally declared the works completed.

A further highlight was the participation of Year 9 and 10 students in the Premier's Student Volunteering Award program, with over 650 hours of community service contributed by these students alone.

All students in Years 7 and 8 participated in the Premier's Sporting Challenge, with each student achieving at the least the minimum level of physical activity. This resulted in the school receiving a Gold Award for achievement in this program.

After nearly four years without a sporting oval it was most pleasing when the oval was refurbished, complete with in-ground watering system, fed by rainwater tanks. To complete the picture, school building funds were used to erect a white picket fence around the oval.

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 Bridge – Principal**

## P & C Message

2010 has been another busy and eventful year at Cheltenham for the P&C.

During the year, we had a range of interesting meetings. Some of these meetings had guest speakers from the school and wider community. These interesting discussions included Head Teachers from various Faculties explaining their curriculums and answering parent questions. External speakers included our Police Liaison Officer to discuss Safe Partying and Cyber Bullying as well as a representative from the Teachers Federation to update us on the direction classroom sizes and public school facilities are heading. Parent contributions, the uniform shop and catering contribute funds to the many activities the P&C fund throughout the year.

One of the main goals of the P&C is to provide a forum for discussion and input into the school through parent representation. This parent representation is very evident at Cheltenham and strengthens the links between students, parents and teachers. Regular working bees throughout the year have greatly improved the grounds and our appreciation goes to our Grounds Co-ordinator and all those parents who have represented the P&C on the various School Committees during 2010.

During 2010 the P&C has continued its active Major Capital Works Building Program. However, we continue to be stymied by red tape and the promised 1100 seat COLA is yet to be built. A lot of hours have been spent trying to bring this longed for project to fruition. It is important to provide a sun safe area for the entire school to hold assemblies and for other creative learning classes.

The P&C have supplemented the entire school computer network, with 200 additional new computers, as well as providing network hardware upgrades. These upgrades support all faculties including specialist subjects in Visual Arts, Animation and Movie Making, and Graphic Design classes. P&C has ensured all classrooms are fitted with a Smartboard or a Data Projector setup.

In late 2010 we have seen the introduction of the new summer school uniform which the girls are wearing with pride. It looks fresh and the transition appears to be going well. It will be great to see Year 7 2011 entirely in the new uniform.

I invite all parents to come along to the CHGS P&C meetings, to have 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.

I would like to thank all those parents, teachers and students who have supported me as P&C President

2010. It has been a privilege to be part of such a dedicated team. I particularly thank my 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 School Executive for their contributions at our meetings and for enabling parents to be so involved with the school.

**Mrs. Stephanie Davison, 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 2010-2011!

The new SRC started off in Term 2, 2010 with enthusiasm and lots of ideas. We held meetings weekly in order to implement as many of these ideas as we could. To kick start Term 2, we continued with the efforts of the previous executive, in handing out the new School ID's. Through charging \$1 to receive these ID's the SRC raised \$1000 for the Leukemia Foundation.

One of our greatest achievements for 2010 took place in Term 3. The newly formed, passionate SRC held its very own Masterchef! The hall was jam-packed with girls waiting in anticipation to see the teachers battle it out to become Cheltenham's very first Masterchef. The event boosted school spirit and raised over \$1400 in the support of the Pakistan floods.

In accordance with Cheltenham tradition, Cheltenham Girls participated in the World Vision 40-Hour Famine raising a huge amount of money for people in Nepal and Kenya. Girls participated by restricting themselves from something important to them like food, furniture, technology or their voices for a 40 hour time period. We raised over \$21 000 making Cheltenham Girls one of the top donating schools! This wonderful effort showed how Cheltenham Girls value lending a hand to those less fortunate.

Another great success for the SRC was the RSPA cupcake day held at the end of Term 4. The delicious iced cupcakes disappeared within minutes, the event raised over \$360.

The SRC held many small-scale projects throughout the year. We held mufti days, a hot chocolate stall, and cake stall to support a variety of charities and sold merchandise for the Starlight Foundation.

At the Year 12 final assembly the SRC, as per tradition, gave each student a 'Cheltenham Girls' Survival Kit' and a pink elephant 'stress toy', representing their identity as a Cheltenham girl. I'm sure these were very



much appreciated from the emotional happy smiles we were given. The stress toy was a new addition to the gifts given to the Year 12's and was purchased through Alzheimer's Australia.

The SRC has many exciting activities planned for Spirit Week 2011 to be held in Week 7 Term 1. We're hoping to kick off 2011 with a bang. To give you a sneak preview, we are organising a photo booth, a pancake recess and Slushie day, some contests involving the teachers and much more. We hope it will be a grand and spirit-filled welcome to the new school year and to our new students and Year 7.

This past 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, Ms McLachlan and Ms Nealon our 2010 SRC Coordinators, and Ms Glanville and Miss Marangon who will be supporting Ms McLachlan in 2011.

Thanks must also go to the three girls who kept me sane this year, Vice President Sharfah Mohamed, Senior Secretary, Michelle Chen and Junior Secretary Sophie Inwood. Their ongoing organisation, enthusiasm and willingness to help must certainly be commended.

The biggest thanks however must go to the students of Cheltenham Girls'. Without their enthusiasm and brilliant suggestions that have fuelled the SRC, it would have been impossible to achieve such a successful year in 2010.

### **Grace Grierson – SRC President**



Jessie Street National Women's Library Luncheon

### **Prefect's message**

The Prefect body at Cheltenham Girls' High School consists of 25 girls who were elected by peers and teachers in June 2010. From the prefects a School Captain, Vice Captain and Senior Prefect are elected.

The Prefects are a passionate, bubbly and responsible group of girls who play a large role within the school.

The prefects are the school role models who attend and assist at school functions like the Music, Art, Dance and Drama Performance and the school Art Show. Prefects are responsible for meeting parents and potential students at Cheltenham Girls' Open and Orientation Days. The Prefect's play a large role in demonstrating and monitoring correct uniform both at school and when travelling.

The Prefects also hold a number of fundraising events throughout their term. In 2010, Cheltenham Idol was held to raise funds for 'Kind Cuts For Kids.' The day was extremely successful in raising school spirit. The Prefects have also been involved in smaller-scale fundraisers selling ribbons for Breast Cancer, Daffodil's for Daffodil Day and love heart lolly-pops and chocolates for the Flood Appeal around the time of Valentine's Day.

Special thanks this year must go to our Prefect co-ordinator Mrs. Govan, Vice-Captain, Lauren Black and Senior Prefect, Cheri Yu. Thanks also to the amazing prefects who lead so ably and set such a good example for our school to follow.

### **Zoe Hillig – School Captain 2010 - 2011**

### **Social Justice Group Message**

In the past year, the Social Justice Group has done everything from baking cakes to roaming the school at night. 2010 was one of the most eventful and charitable years in the group's history. Under the guidance of their coordinator, Mrs. Gibbs the group campaign for social justice and human rights of people worldwide by raising awareness for important issues and fundraising for charities. Being a group that is student run for all years 7-12, every member of social justice participates and has an equal say in all activities.

In 2010 the group's major fundraiser was 'The Great Cheltenham Sleepout', when the Social Justice Group hosted a giant sleepover at the school, with over 100 students and staff attending. Many local businesses sponsored the sleep-out and the event raised funds and awareness for "Youth off the Streets", an organization that helps homeless and displaced teenagers and children.

Our "Buy a Wristband- Buy a life" campaign was also extremely successful. The group developed an ongoing relationship during 2010 with Australia for UNHCR with guest speakers and volunteering programs and a whole school fundraiser to raise money for UNHCR's "mother and babies" program. Over \$1200 was raised – enough to purchase over 300 safe birth kits. To acknowledge the student's efforts UNHCR organized for the groups attendance at the annual UNHCR breakfast, attended by the Governor General.

The Halloween Photos, where groups of friends dressed in costumes and had their photos taken in front of a Halloween background raised money for the “Invisible Children” organisation. They also baked cupcakes for Oxfam – specifically targeting the “Close the Gap” initiative with indigenous Australians, and in March, organized a school breakfast for International Woman’s Day.

Social justice representatives also attended forums at Mount St Benedicts College on climate change and the Jessie Street luncheon at State Parliament house.

Leadership is a major aspect of Social Justice. Senior students attended 2 leadership camps in 2010 with other leaders of the school – to develop policy and plan activities. Back at school workshops were run to enable students from all years to successfully chair their own meetings and form subcommittees to write reports for assemblies, the school magazine and general publicity. Some of the publicity the group received in the local press, led to representatives from other schools attending our meetings, in order to plan similar groups at their own schools.

In November the group was honored when 2 Yr 11 students – Sheliza Nasser and Jananie Janarthan received The Order of Australia Community Service Awards and Shangavi Parthipan Yr 12 received a certificate of commendation. All three girls and the Social Justice staff coordinator – Rowena Gibbs were also recipients of a regional Director’s award.

The events named above were just some of the charitable things Social Justice did this year. The girls of this group have given up their lunchtimes to discuss, organize and plan these events and because of their sacrifices, many people around the world, today, are having a better life.



UNHCR World Refugee Day Breakfast

## School context

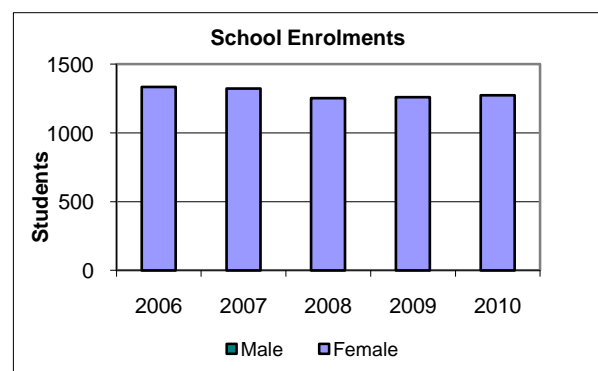
### Student information

Enrolment numbers have been stable for well over a decade at circa 1200. In 2010 the school was among the largest single sex schools in the state with an enrolment of 1274. Approximately 61% of total enrolments in 2010 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.

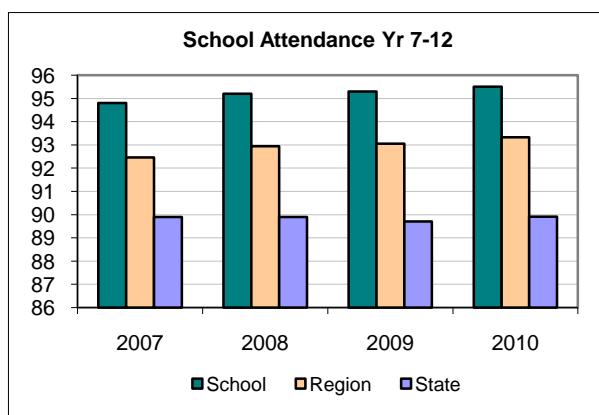
Student attendance patterns are higher than regional averages and in turn higher than state averages. The comprehensive curriculum options available in the senior years, the school’s consistent record of outstanding HSC results, and parent support for their daughters continuing into senior school are 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 2010 the attendance rate was 94.7% representing an increase of 0.2 percentage points on 2009.

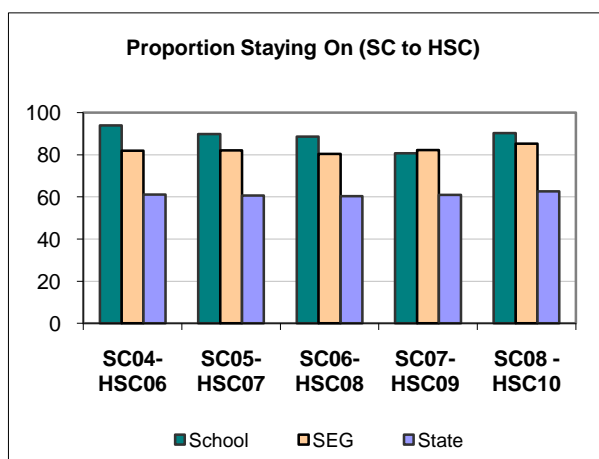


### Management of non-attendance

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

### Retention to Year 12

Of Year 10 students enrolled at the school in 2008, 90.3% continued on to complete their HSC at Cheltenham. This figure is approximately 28% 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.



### Post-school destinations

Of the 226 students in the Year 12 2010 cohort, 86.7% received offers of a place at a public university for 2011 from the University Admission Centre. The most popular universities were the University of Sydney, Macquarie University and the University of New South Wales. Many students applied to study double degrees to broaden their education and increase their employment opportunities.

Many students elected to study at a Private College or TAFE in 2011 instead of university and some have commenced full time employment.

### Year 12 students undertaking vocational or trade training

Approximately 20% of 12 students undertook a 2 Unit TAFE Vocational Education (TVET) course in 2010. The most popular courses studied were Accounting, Tourism and Events, IT, Nursing, Beauty Therapy, Hospitality and Design Fundamentals. Vocational courses are delivered at TAFE or private providers and contribute towards the Higher School Certificate.

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

99% of Year 12 students attained their HSC or equivalent vocational educational qualification in 2010. Two HSC pathways students are due to complete their HSC in 2011.

### Staff information

The school had 84 teachers allocated in 2010. 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.

### Staff establishment

Position	Number
Principal	1
Head Teachers	13
Classroom Teachers	63.8
Support Teacher Learning Assistance	0.2
Teacher Librarian	1.4
Teacher of ESL	1.6
Counsellor	1
School Administrative & Support Staff	14.2
Total	98.2

### Staff retention

There was a high retention of staff at the school in 2010 with minimal changes due to staff retirements.

### Teacher qualifications

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

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.

Date of financial summary:	30/11/2010
<b>Income</b>	<b>\$</b>
Balance brought forward	1159269.34
Global funds	642508.30
Tied funds	306636.03
School & community sources	1118116.02
Interest	62338.69
Trust receipts	321688.27
Canteen	0.00
Total income	<u>3610556.65</u>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	245090.33
Excursions	452861.01
Extra curricular dissections	123139.72
Library	31738.01
Training & development	5564.39
Tied funds	353435.75
Casual relief teachers	139311.69
Administration & office	447952.72
School-operated canteen	0.00
Utilities	140281.79
Maintenance	65148.18
Trust accounts	355169.16
Capital programs	103318.79
Total expenditure	<u>2463011.54</u>
<b>Balance carried forward</b>	<u><u>1147545.11</u></u>

A full copy of the school's 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.



Year 7 and 8 Dance Ensemble

## School Performance 2010

### Achievements

#### Visual Arts

In 2010, the Visual Arts department enjoyed successes and achievements in both the Senior and Junior years.

A number of competitions were entered by students and in all we had some success. Ling Ying Zheng (Yr 9) came third in the Cherrybrook/ Pennant Hills Rotary Art competition. The Epping Fair art competition was well supported and Faith Mrljak took out first prize in the Junior High School Section. 11 students received highly commended awards. Faith was also selected for inclusion in the Mosman Art prize for a second year in a row.

Mikala Tavener-Hanks (Yr 10) and Tess Tavener-Hanks (yr 9) impressed the school for a second year in receiving highly commended awards in the Moran photographic competition. Mikala was also selected as a semi-finalist in the prestigious national award.

Our annual exhibition, in August was highly successful with an extremely high standard of year 12 artworks and an increased focus on displaying our digital students' artwork.

The year ended with five year 12 students pre-selected for the Art Express exhibition. Brittany Crum and Hannah Power were successful in being selected for the exhibitions which opened in February at the Hazelhurst and Armory galleries.

### Performing Arts

Performing Arts continues to have a strong presence in the school life. The outstanding level of achievement was reflected in the number of nominations for Encore, a showcase of the state's top performances and compositions for the Higher School Certificate. There were three nominations for performances and three were nominated for their compositions, this from a class of only 6 students. Jessica Drever was successful in being selected to have her composition presented at the Encore concert held in February 2010 to a packed audience at the Sydney Opera House.

School ensembles include an orchestra, a concert band, senior and junior choir with a total of 300 students from years seven to twelve attending regular rehearsals as members of these ensembles. Our first Performing Arts Festival was very well attended and, after a change of name to MADD (Music and Drama, Dance) the second performance night again provided opportunities for our ensembles and many class items to perform to a large audience of parents and friends.

We were again fortunate to have students from Cheltenham Girls' High School selected as for membership of the NSW Performing Ensembles during 2010. All members attend weekly rehearsals in a central venue and represent New South Wales Department of Education and Training at high profile local and national events. The ensembles included: NSW Public Schools Millennium Marching Band, Schools Symphonic Wind Orchestra, and NSW Public



Schools Symphonic Wind Ensemble. Wonderful broad experience was also gained through student participation in State Music and Drama Camps.

Our annual Presentation Day at the Sydney Opera House provided a wonderful opportunity to showcase the exceptionally high standard of musical talent that our students achieve with performances by our school ensembles and two items performed by the whole school.

## **Sport**

Cheltenham Girls High School celebrates sporting achievement at the Annual Sports Assembly in Term 3. This year our guest speaker was Louise Winchester. Louise is currently the Australian Women's Touch Football Open Captain. She spoke to the assembly about being a female athlete and the positive experiences she has had as a result of being an elite athlete. She motivated and inspired students to set goals and achieve them and to make the most of all opportunities in life.

Students from Cheltenham Girls' achieved some outstanding individual results at Zone level. The school finished in first place at the Zone Athletics Carnival and at the Cross Country and fourth at Zone Swimming. As a result of excellent results throughout the year, the school was declared joint zone champions with Asquith.

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 one student in National Softball.

The school competed in the Combined High Schools Knockout competition. The Open Soccer team was regional semi finalists. The knockout Softball team was 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 a range of team sports such as korfbal, woodcrick, softcrosse, basketball, netball, touch football, tennis, softball and hockey. They also participated in a Sport Skills Day at Dural and received specialised coaching in sports such as tae kwon do, ultimate Frisbee, handball, soccer, lacrosse, hockey and team work skills. Year 7 participated in a week long swimming program at Cherrybrook and Year 8 participated in a program at Epping during their double sport lessons.

Students in Years 10 and 11 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, yoga, indoor soccer,

aerobics, cycle class, basketball, tennis and badminton.

This year saw the continuation of the Premier's Sporting Challenge at Cheltenham Girls. Year 7 and 8 students were involved in the Challenge over a 10 week period. The school was awarded a gold award, with individual teams being awarded both gold and diamond awards. As a result of participation in this program the school was allocated funds for sporting equipment and the resurfacing of two courts into multipurpose courts.



## **Other Achievements**

Two students, Jananie Janarthana and Sheliza Nasser received the Order of Australia Youth Community Award. Shangavi Parthipan was Awarded a Certificate of Recognition for Community Service and Fiona DeSilva received a Certificate of Commendation for Community Service.

Year 12 student Michelle Tam was awarded a School Partners Program Campus Experience Sport and Recreation Scholarship. Year 12 student, Taylor Best was awarded a Student Leadership Scholarship.

Twelve students in Year 11 completed the Aboriginal Studies HSC Course in 2010 in an accelerated delivery. Five students were placed in the first five places in the state in the HSC examination. Five HSC research projects were accessioned by the State Library as exemplars of excellent project work, successful models of community consultation and application of complex research processes.

Three 2010 HSC Society and Culture students were awarded prizes for their Personal Interest Projects by the SAC Association NSW. Two received Distinction awards and one A High Distinction.

One 2010 HSC Design and Technology student had her project displayed in the DesignTECH, an exhibition of exemplar design works.

In the October school holidays a group of 13 students who study Japanese and 2 teachers travelled to Japan for 13 days. They visited Tokyo, Kyoto, Hiroshima and



Miyajima. They also visited Seien Girls' High School in Hamamatsu for 4 days and home stayed with families from the school. It was a very successful and fulfilling experience and an excellent opportunity for the girls to experience Japanese culture and family life as well as practice and improve their Japanese.

Five students from the Year 10 Italian class of 2010 participated on an exchange program where they stayed with Italian families for six months. These girls were able to attend school in Italy and all came back with renewed enthusiasm for the language.

Students represented the school in the a variety of debating competitions including the Macquarie University Cup, The Premier's Challenge Debating Competition, the Karl Kramp Debating Competition and the Teasdale Cup in which the Year 9 team were zone finalists. Year 9 student Alison Bejma was selected to represent the school at the State Debating Championships as a member of the winning North Sydney Regional Team.

Students participated in a variety of Public speaking competitions this year. Yi Ting Ng and Georgia Dilley represented the school in the State Semi Final of the United Nations Youth Speaker of the Year Competition with Sophie Edmonstone and Giselle Torpy competing at State level in the Speakersbank Public Speaking competition.

Year 9 and 10 Elective History students competed in the National History Challenge (NSW level) and the Department of Veterans Affairs Simpson Prize competitions and two students from each group were nominated for the national History Challenge 2010.

214 students participated in the UNSW Writing Competition and were awarded 4 High Distinction, 22 Distinction, 60 Credit and 128 Participation certificates. 299 students also participated in the UNSW English competition and were awarded 1 High Distinction, 20 Distinction, 94 Credit and 184 Participation certificates.

354 students competed in the Australian Mathematics Competition with 1 receiving a High Distinction, 37 students receiving Distinction Certificates, 155 Credits, 125 Proficiency and 36 Participation awards.

The school offers students the opportunity to sit both the Australian National Chemistry Quiz and ICAS International Science Competition as extracurricular activities. Of the 259 students who sat the competition, 1.2% achieved High Distinction level; 8.8% achieved Distinction level and 34.7% achieved Credit level. Of the 32 senior students who sat the Chemistry Quiz, 6.3% achieving a High Distinction level with a further 21.8% achieving Distinctions.

12 students received Distinctions and 58 Credit certificates in the Australian Computer Skills

Competition. 100 students received Participation certificates.

This was the second time that Year 9 students participated in the Australian Statistics Poster Competition and for the second time students from the school won the Intermediate Division and received a Highly Commended in the same division

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



Year 9 Debating Team

## Academic

In the National Assessment Program, the results across the 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.

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

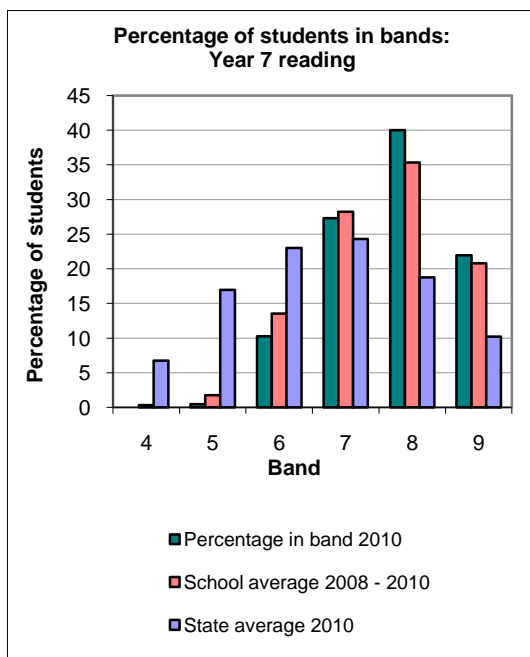
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

## Interpreting Graphs and Statistical Information

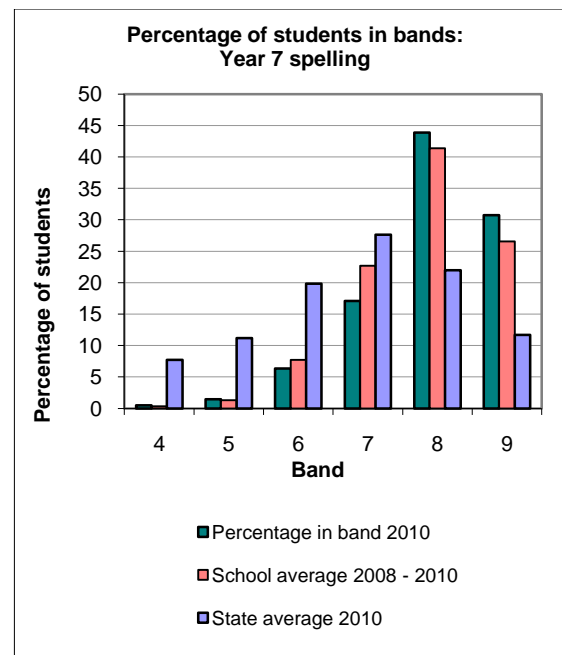
On the following pages are several informative and comprehensive graphs which detail Cheltenham Girls' High School academic performance for the 2010 cohort. These include a comparison of CGHS results with state performances.

## Literacy – NAPLAN Year 7

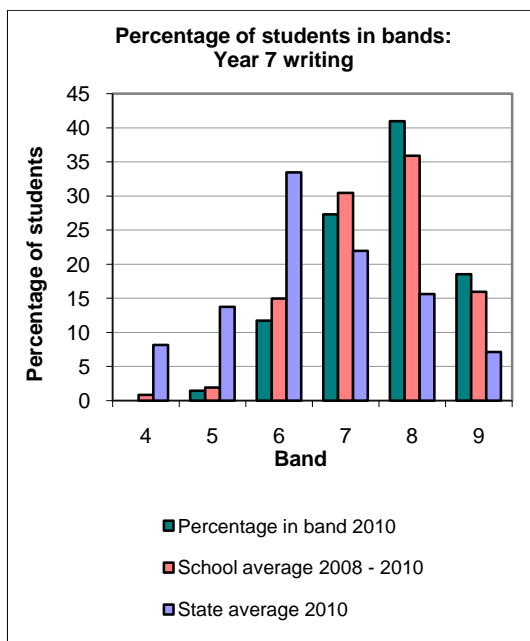
### Reading



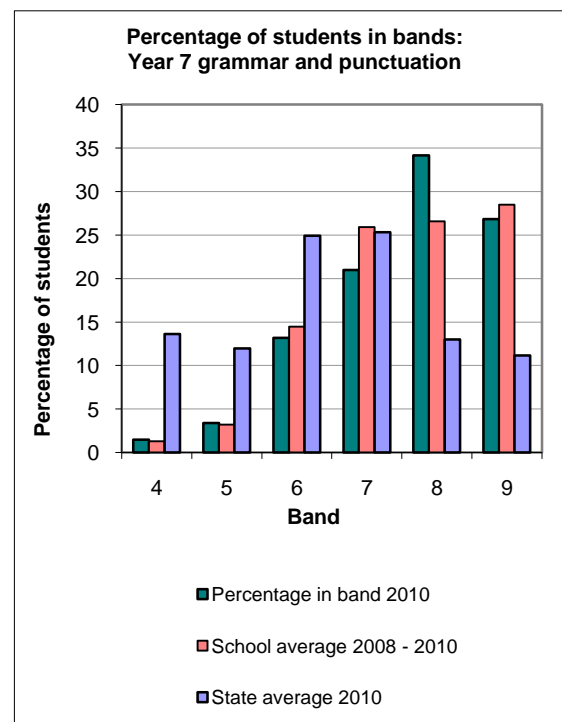
### Spelling



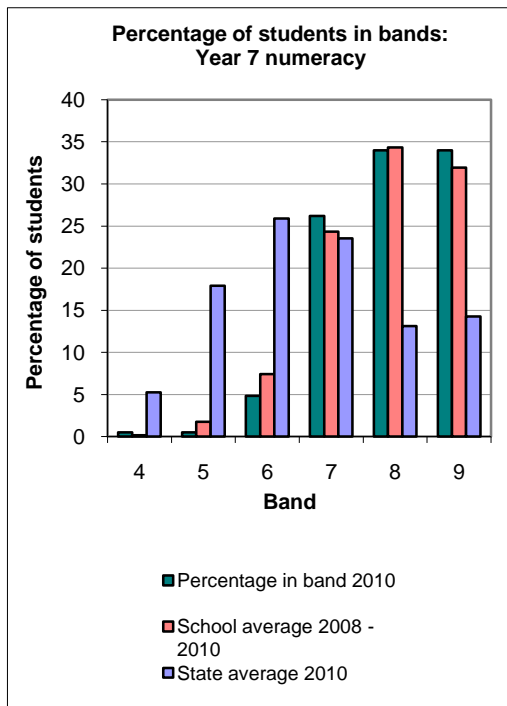
### Writing



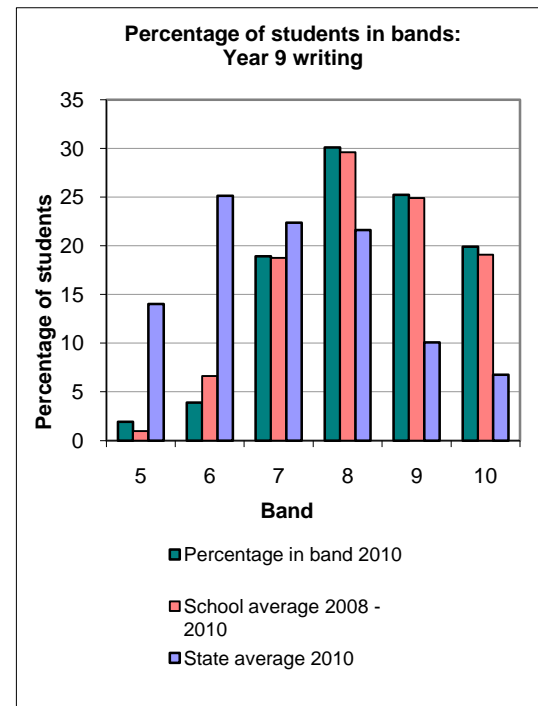
### Grammar and Punctuation



## Numeracy – NAPLAN Year 7

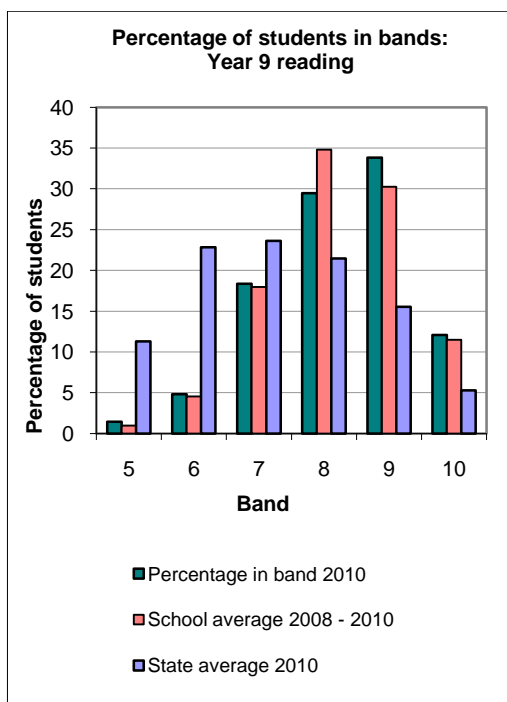


## Writing

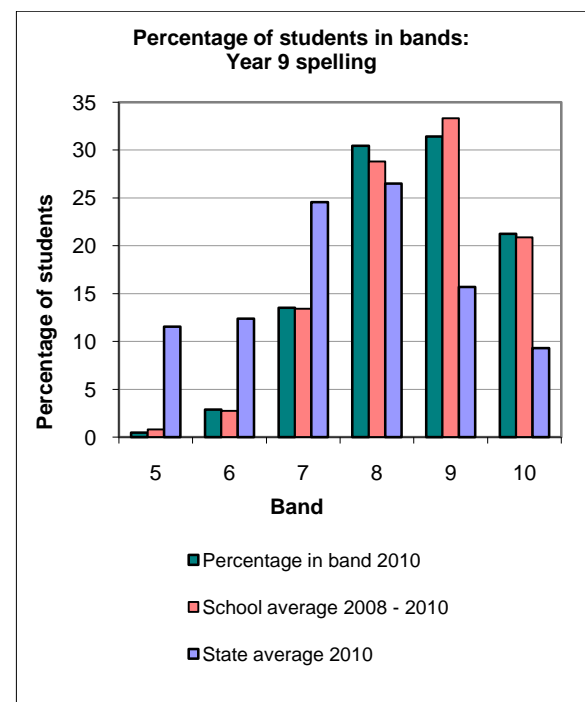


## Literacy – NAPLAN Year 9

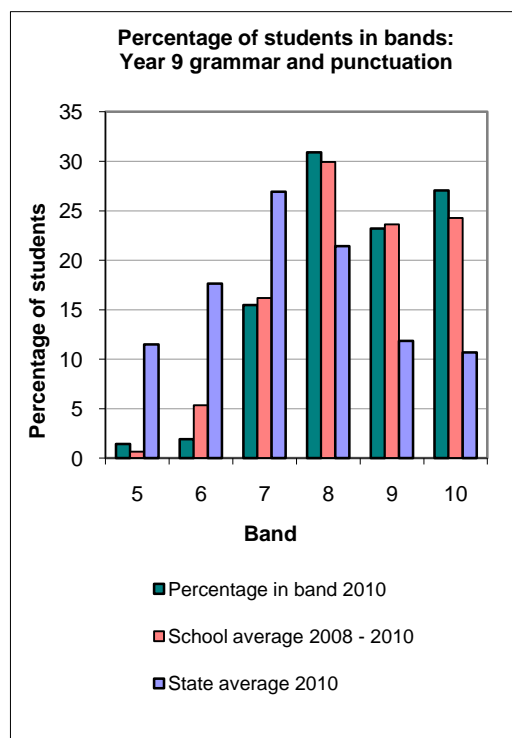
### Reading



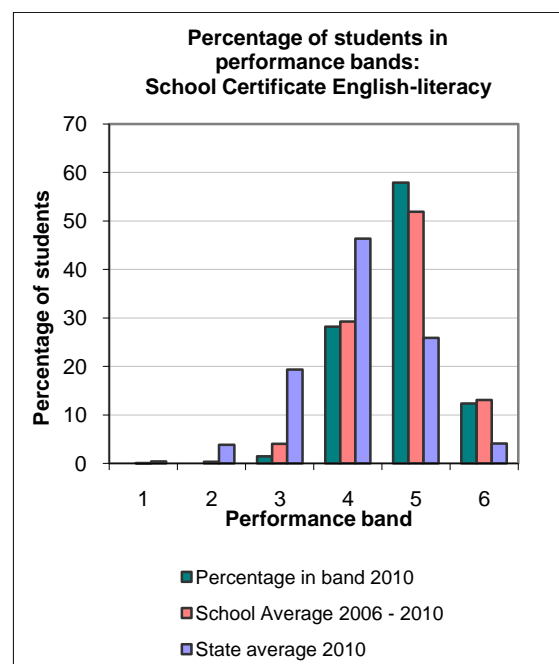
### Spelling



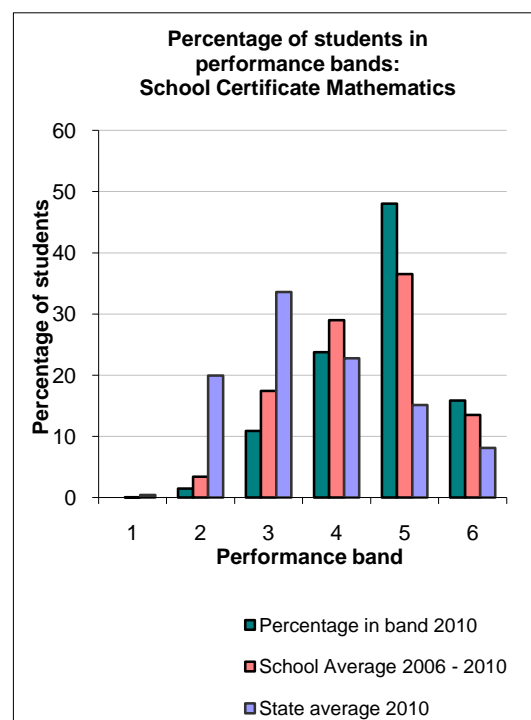
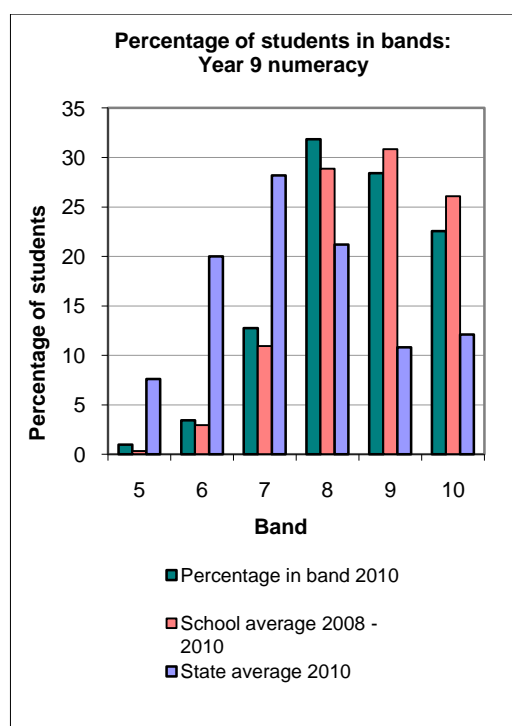
## Grammar and punctuation



57% of students gained results in Band 5 or with no students gaining results in the lower bands.



## Numeracy – NAPLAN Year 9

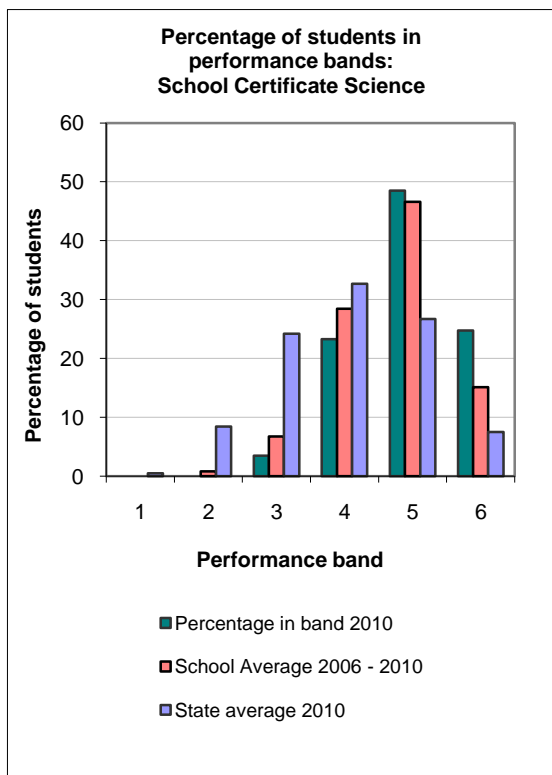


## School Certificate

203 students attempted the **English** Literacy Test for Year 10. Of these, 68.98% of students achieved results in Bands 5 and 6. The percentage of Cheltenham students in Bands 5 and 6 exceeded the state average by 32 % compared to the State average of 36%. Over

In the **Mathematics** external School Certificate tests the 2010 cohort performance in most bands was comparable to previous years. The number of Band 6 had increased from 2009 with 16% of students receiving Band 6, with about 64% of the cohort receiving Band 5 and 6. Most students showed improvement from the BST to the School Certificate with the majority being above the state reference line.

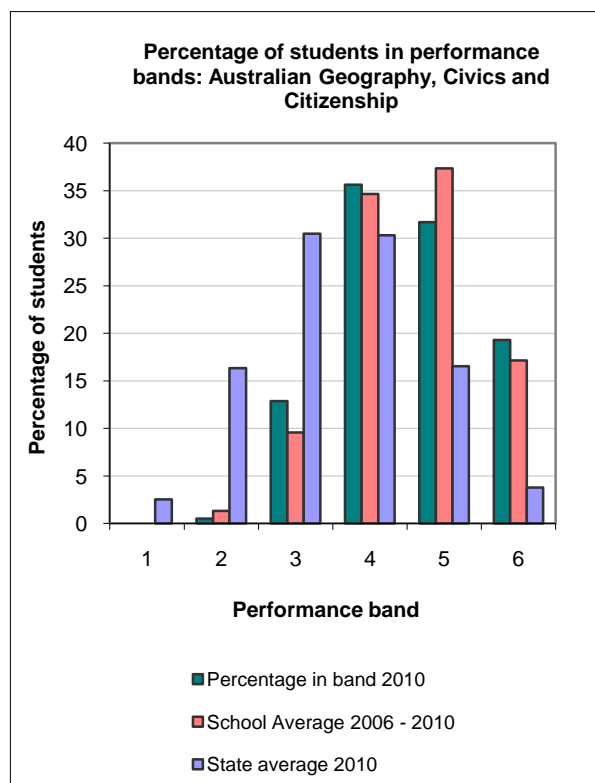
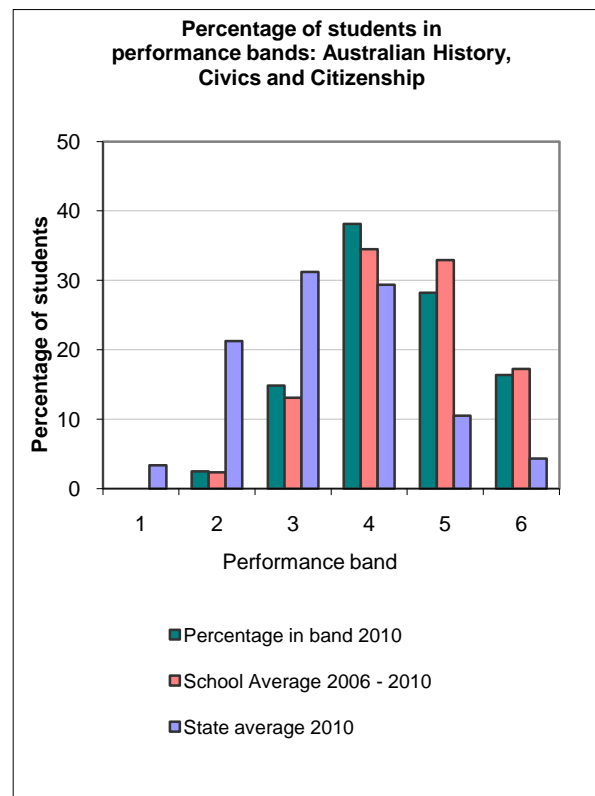


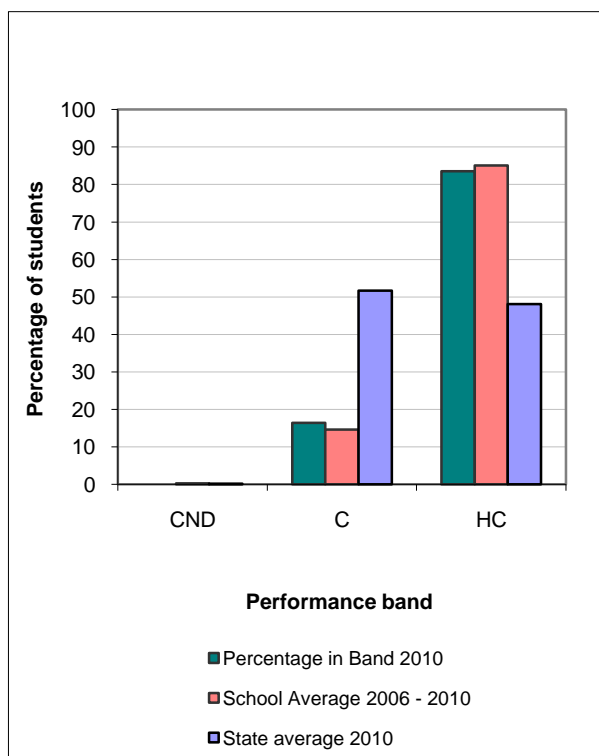


There were 203 candidates for the **Science** School Certificate. Results in 2010 were very pleasing, showing improvements from past years. 24.6% of students achieved results in Band 6 with 47.8% of students gaining Band 5 results. The percentage of Cheltenham students in Bands 5 and 6 exceeded the state average by 31% compared to the State average of 40.1%. Over 95.6% of students gained results in Band 4 or higher.

The cohort of 2010 scored results in the externally set **Australian History, Civics and Citizenship** examination that were significantly above the state average in the top three bands of achievement (Bands 4, 5, 6). 72% per cent of all candidates at Cheltenham Girls High School in Year 10 2010 earned results in the top 50% of the state. Specifically in the top Band (6) students earned results 3 times the state average (16.25% versus 5.16%). Band 5 students represented 27.6% of all students at the school while at the state level 13.3% were Band 5 students.

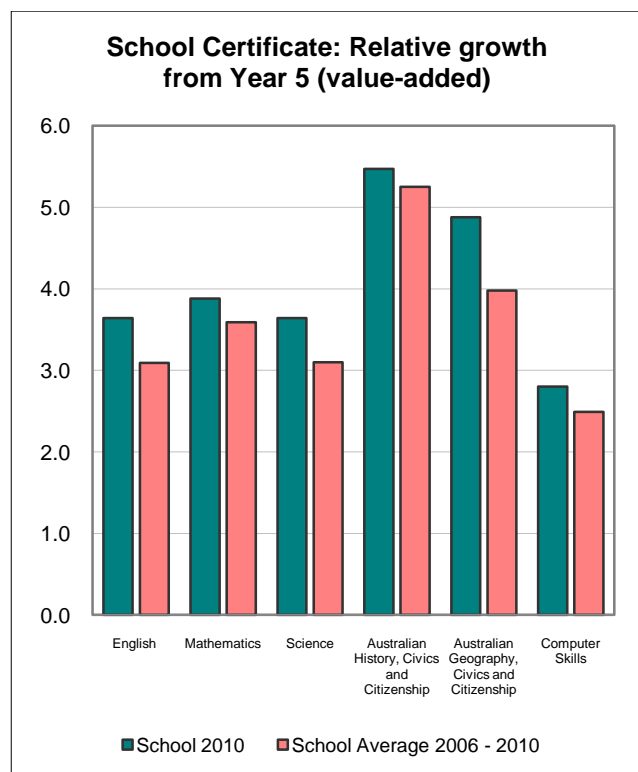
Students presenting for the 2010 School Certificate in **Australian Geography, Civics & Citizenship** achieved results significantly above state average. 19.9% of candidates achieved a Band 6 result (State 3.8%) which was an improvement on 2009 results. A further 32% of candidates achieved Band 5 results (State 16.6%). 87% of candidates achieved Bands 4-6 results compared to the state average of 51%.



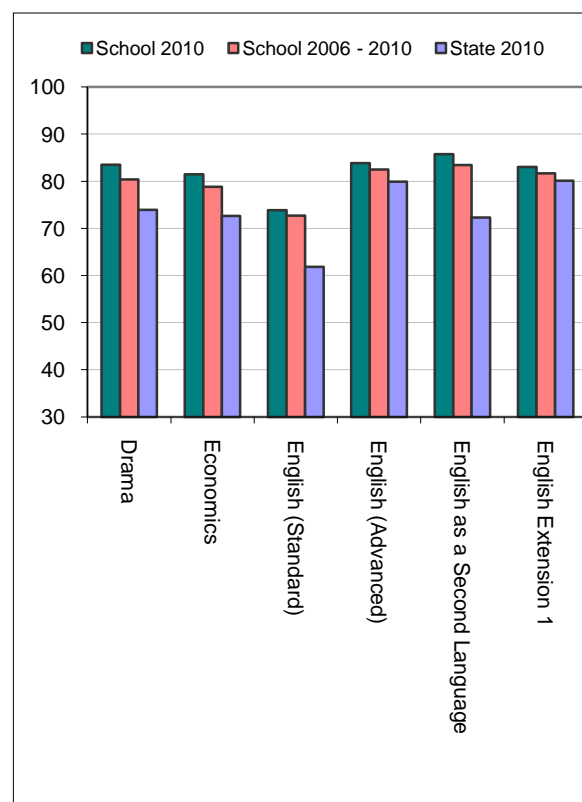
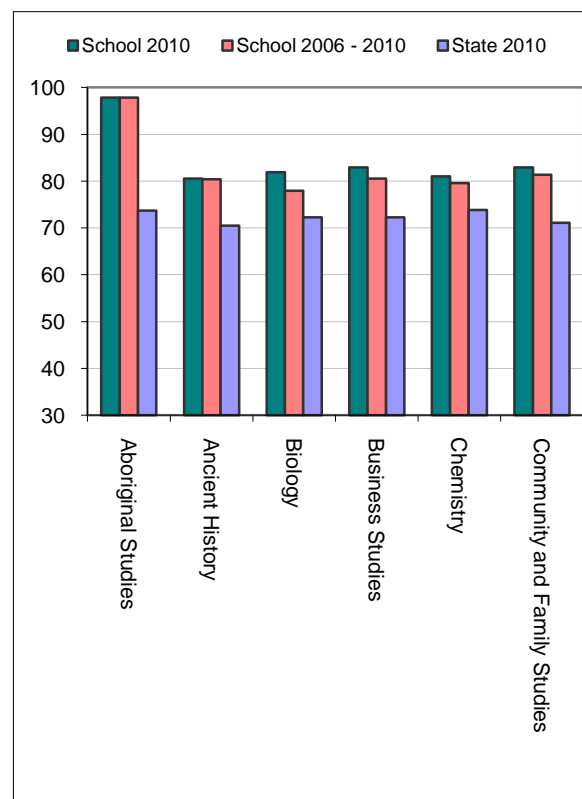


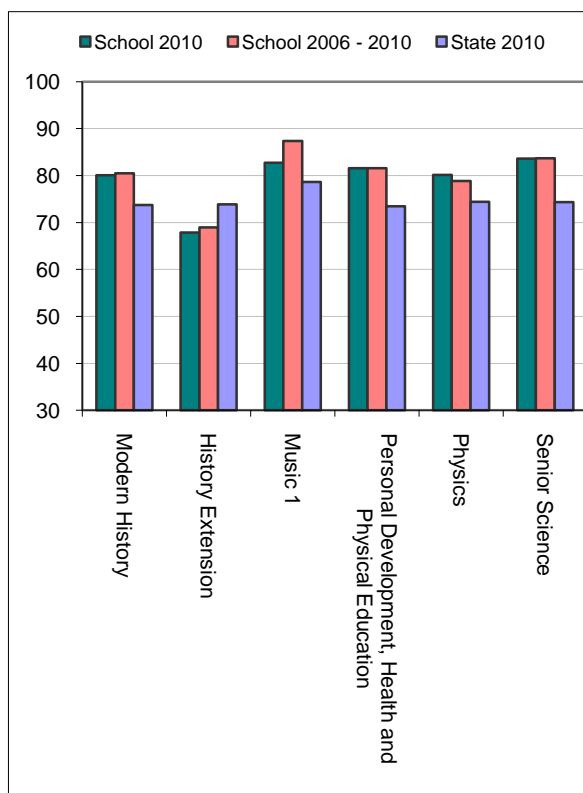
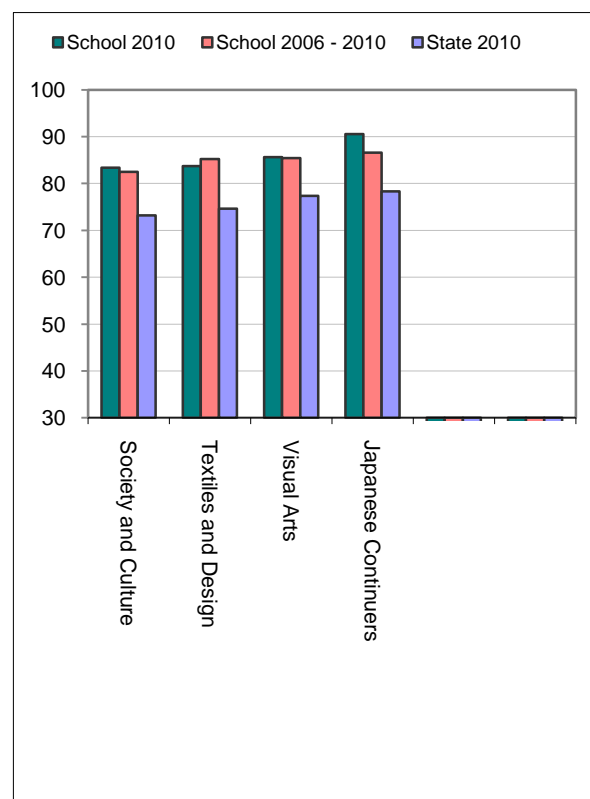
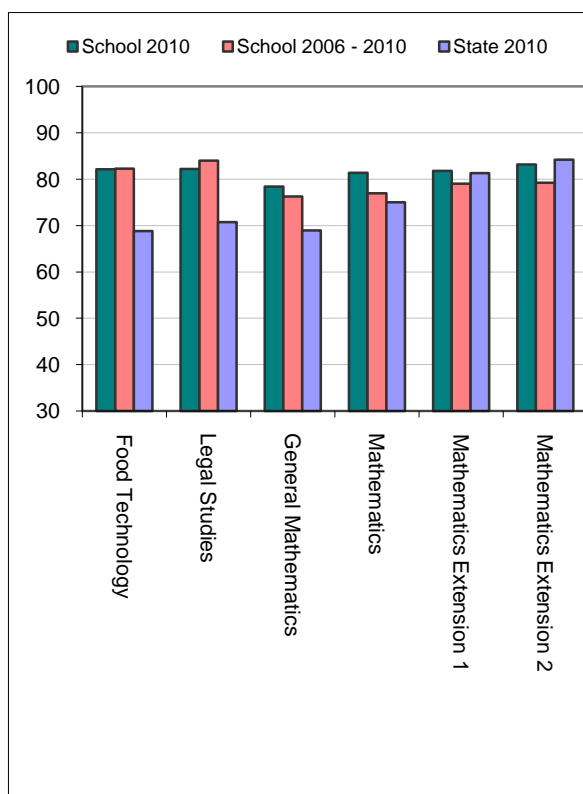
The **Computer Skills** Test was sat by 200 students. From the assessment, 167 were deemed to be Highly Competent and 33 as Competent. In comparison to the rest of the state 82% of Cheltenham's students were Highly Competent (state 55%) and 16% Competent (state 42%).

### 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 with improvements being noted in all courses. Increases in Band 5 results in English Standard, English Advanced and English as a Second Language continued. 78% of students scored Bands 5 and 6 in 2 unit Advanced English. 82% of the 2 unit Standard English students gained results in Bands 4 and 5 with Band 5 results (21%) being significantly above the state average of 4%. 85% of English as a Second Language students gained results in Bands 5 and 6. 100% of Extension 1 and Extension 2 students gained 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 6 students who received Band 6 and the number receiving Band 5 was 22. In Mathematics there were 21 students who received Band 6 and 38 who received Band 5. The Extension 1 and 2 cohorts performed at about the state average with 24 Extension 1 students and 7 Extension 2 students who received E4 bands.

The total candidature for all **Science** courses in 2010 was 175, an increase of 16 on 2009. Over 11% of candidates achieved Band 6. 54% of candidates achieved Band 5. Biology and Chemistry attracted the most number of candidates. All courses showed strong performances in comparison to the State.

The first accelerated **Aboriginal Studies** students to complete this course excelled in the 2010 HSC. All students were placed in Band 6 and achieved results

above 95%. Their average result was 24% above the State average.

Candidates in the 2010 **Ancient History** examination were significantly above the state average and soundly above that of the "Like Schools Group". HSC examination marks were 7 points above the state average. Strongest results were in Band 5 where 54 % of all candidates were placed. Students in the 2010 **Modern History** cohort scored 4% above the state mean and Band 6 student placements were 3.5% above the state average numbers. Eighty per cent of students were placed in Bands 4 and 5 compared with a state average of 66%. The **Extension History** course presented a small candidature of 15 students at the 2010 HSC. One student in Extension History was placed in the highest Band E4 with a mark of 46/50 while three students in were placed in Band E3.

Students in **HSC Society and Culture** scored band 6 results 2.5 times above the state average and 9 marks above the state average. Students at the school placed in Bands 5 and 6 represented 73% of the total candidature compared with the state result for bands 5 and 6 of 33%.

47 candidates completed the **Business Studies** examination in 2010. Students in Business Studies gained results significantly above state average and previous school results in Band 6 (26% versus 10%). A further 36% of candidates achieved Band 5 results (State 28%). 82% of candidates achieved Band 4-6 results (State 68%). No Business Studies candidates were placed in the lowest two achievement bands.

Results in **Economics** in 2010 were significantly above both state average and previous school results. 32 candidates completed the Economics examination with 32% achieving Band 6 (State = 13%) and a further 34% of candidates achieving Band 5 (State = 28%). 82% of candidates achieved Band 4-6 results (State = 68%). Additionally no Economics candidates were placed in the lowest two achievement bands.

39 candidates completed the **Legal Studies** examination in 2010. Students in Legal Studies gained results significantly higher than state average in both Bands 6 (21% versus 12%) and Band 5 (52% versus 26%). Band 6 results were slightly lower than the 2009 cohort but a significant improvement in Band 5 results was noted. 90% of candidates achieved Band 4-6 results (State 64%). Additionally no Legal Studies candidates were placed in the lowest achievement Band.

**Design and Technology** registered a mean 9.0 above the state and 63% of all students achieved bands 5 or 6 (state 34%). **Textiles and Design** was 7.5 above the state mean with 73% of students placed in the top two bands (state 46%). The mean for **Food Technology** was

11.4 above the state with 63% of all students being placed in bands 5 or 6 (state 30%).

Results were again excellent with 100% of **Music 2** students achieving Band 5 or 6. This is the fourth consecutive year that this impressive level has been achieved by Course 2 students. **Music Extension** results were also outstanding with both candidates in the top band for extension (E4). In **Music 1**, 82% of students achieved Band 5 or 6 compared to a state average of 60%.

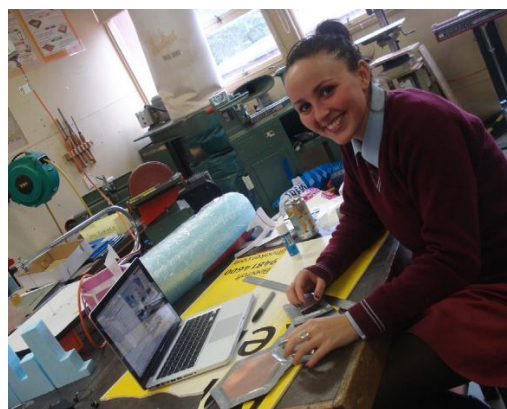
**Drama** results were exceptional with 90% of candidates achieving Band 5 or 6, 50% more than the state average.

Results from the PDHPE faculty for 2010 in the **Personal Development, Health and Physical Education** (PDHPE) course were well above the state average. The mean for PDHPE HSC marks was 6.14% above the state with 58% of all students achieving Bands 5 or 6 compared to 38% of the state.

In the **Community and Family Studies** course the result was well above state average. The mean for Community and Family Studies was 10.07% above the state with 71% of all students achieving band 5 or 6, compared to 29% of the state.

In the **Dance** course the result was above state average. The mean for Dance was 2.20% above the state with 44% of all students achieving band 5 or 6 compared to 34% of the state.

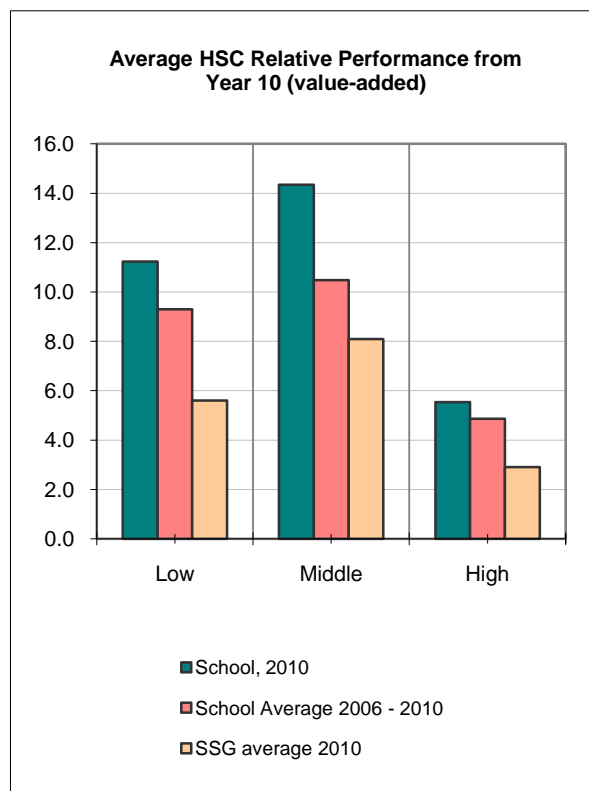
There was a small candidature in **Languages** courses in 2010. The performance of students in Japanese Continuers was 13% above state average with Christina Ma achieving fourth place in the state. 100% of Japanese Extension students received Band E3 or Band E4 results. 45% of students in French Continuers received results in Band 5 or above.



Year 12 Design student – Holly Friedlander Lillicoat



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



### 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 2010

#### Minimum Standard Information

Percentage of Year 7 students achieving at or above minimum standard	
Reading	100.0
Writing	100.0
Spelling	99.5
Punctuation and grammar	98.5
Numeracy	99.5

### Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010

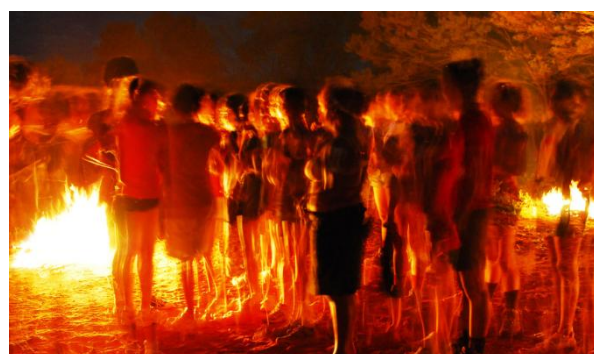
Percentage of Year 9 students achieving at or above minimum standard	
Reading	98.6
Writing	98.1
Spelling	99.5
Punctuation and grammar	98.6
Numeracy	99.0

## Significant programs and initiatives

### Aboriginal education

In 2010 students participated in a range of activities to recognise and understand the experiences and perspectives of Aboriginal Australians. They were involved in Koori Kids fundraising, recognition of NAIDOC week and Aboriginal Literacy initiatives. Students in the Aboriginal Studies classes worked with the ACLO and Aboriginal Project officers from Hornsby Office and participated in excursions to the NSW Art Gallery and Australian Museum. The HSC students were engaged in research projects on a range of topics from health to Australian Indigenous servicemen, sport, Darug languages and foods, eye health and The Stolen Generations. Several projects were accessioned by the State Library for their HSC resources.

Students from Years 9, 10 and 11 Aboriginal Studies classes undertook a 5 day fieldtrip to Central Australia during March, learning about cultural and ancestral sites, Dreaming stories and the experiences of Aboriginal peoples in rural and remote communities. The trip involved travel around Alice Springs, Uluru, Hermannsburg and Thakaperte. The trip was recorded for posterity in a major project that reflected cultural and historical experiences.



**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 clearly 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.

This year we had the Police Youth Liaison officer speak to all students in Year 9 – 12 regarding the wise and ethical use of internet communications, protection of identity 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 personal information. The Year 11 and 12 students were also provided with a Police Youth Liaison seminar on Safe Partying, alcohol and driving. Year 7 and 8 worked through Cyber Safety with their Technology teachers in class groups and the ACMA provided a seminar on Cyber safety to Year 9 and 10.

**Pinkies Café** This year we opened Pinkies Café with a full complement of student baristas. Over the course of the year there were some 24 students trained as baristas receiving a certificate “Prepare and Serve Coffee” which is a VET based competency. These students ran the Café fortnightly which enabled them to work up their required hours. This program was used to help students with work related skills in Year 9 and 10 and also for students at risk of disengaging in learning activities.



**High Resolves** We had a very successful year with the High Resolves program. This is a Leadership program that continues for 3 years starting with our Year 8 girls. Student feedback indicated that the girls were given a variety of opportunities to think about ways in which they can influence social justice issues around the world. In addition, many girls have chosen to continue onto the major project in Year 10.

**Senior Leadership Retreat** 2010 saw the inaugural senior leadership retreat for CGHS. In March, 10 of our senior students from the prefect body, SRC and social justice attended the retreat which was held at Taracoonee on the Hawkesbury River. Taracoonee is a river side home that belongs to the extended Vicars family who were the original owners of the home and lands that are now our school oval and playgrounds. Being able to share this beautiful old heritage listed

home has strengthened our ties with the Vicars family. The girls had a wonderful time sharing information and ideas about various leadership issues including; world poverty and injustice, the value of war and how to be a peace maker. The second retreat was held in October with the incumbent senior leaders.

## Progress on 2010 targets

### Target 1

#### Engage students in Stage 5 through the implementation of DER laptops

Our achievements include:

- Successful implementation of DER laptops in Stage 5 educational programs
- Enhanced use of Moodle and information technologies to engage student learning
- Developing teacher capacity in the use of information communication technologies to improve learning and teaching through enhanced quality professional learning and access to curriculum resources

### Target 2

#### Implement high quality transition programs to support students and their families throughout schooling.

Our achievements include:

- The successful implementation of a Transition program from Year 6 to Year 7
- The successful implement of Year 7 homerooms to improve student ease during transition
- The development of welfare strategies and student databases to identify students in need.

## 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 2010 our school carried out evaluations of the Senior assembly periods and the accelerated Aboriginal Studies course.

### Senior Assembly Periods

#### Background

Students in Stage 6, Years 11 and 12 often have to have a large amount of information passed to them. This can include Board of Studies returns, Welfare initiatives or information from Tertiary institutions which will be beneficial for their futures. In the past, students needed to be withdrawn from academic classes to receive this information with lessons being interrupted. As such, it was decided to introduce an assembly period each week for students in Year 11 and 12 so that they could meet with their Year Advisors and Deputy Principals and attend presentations without interruptions to their normal

lessons. These meeting periods were to be held in Period 5 on Wednesday and Friday afternoons.

### ***Findings and conclusions***

At the end of 2010, all Year 12 students were surveyed regarding how beneficial the students believed the meetings times to be. The responses were overwhelming positive with students stating that the periods were valuable in the dissemination of information that they required. Students found that the meeting times allowed them to gain insight into the tertiary options available through guest speakers although some did comment that they would have been interested to listen to speakers from TAFE institutions as well as universities. The students found that the welfare opportunities that the meetings allowed were very valuable and responded positively to stress management and study tips provided in some meetings.

The timing of the meetings, in Period 5 was seen to be appropriate but students suggested that the day Friday was not suitable. Students also suggested that meetings could be held fortnightly rather than weekly.

### ***Future directions***

The success of the timetabled senior assembly has seen their retention in the 2011 school timetable although on a fortnightly basis rather than weekly. Senior meetings are being held alternately during Period 5 on Wednesdays. Student responses to their survey suggested that the organisation of presentations be varied so that speakers from tertiary institutions are limited to specific weeks.

## **Acceleration Courses – Aboriginal Studies**

### ***Background***

In 2007, the school determined to offer an accelerated course to an identified group of students commencing the Preliminary Course in 2008 to undertake the HSC in 2010. Aboriginal Studies was identified as a suitable course because it allowed the Stage 5 cohort to undertake a course not offered alongside Stage 6 students. Students would be able to have opportunity to undertake and better manage extension course and project based courses in their HSC year. The Course would also provide students with skills development in independent research, assessment understanding, ethical research and Stage 6 course structure and study skills to enhance their other HSC studies. Students were identified on the basis of their literacy and numeracy results in state/ National skills tests and their school reports. The Principal, Deputy Principal and Year Advisor reviewed the list of student nominations and parents and students were invited to an information evening on the course.

### ***Findings and conclusions***

The HSC results were the most significant and quantitative piece of data to measure as a reward of

their achievement and the success of the course. At a more abstract level student understanding of the experiences of Aboriginal Australians and their identification of human rights issues and their impacts was an extremely important outcome. The students all felt more empowered to manage the remaining HSC subjects because of the skills and the study management strategies they had gained from the acceleration program. Some have pursued other courses offered at university because of their accelerated status, while those undertaking project based courses in the HSC have more flexibility to apply themselves to these demands because of the early completion of one HSC course. In addition the field trip undertaken in 2010 was identified as a memorable and very valuable learning experience for all students and identified as their best learning experience during their school life.

### ***Future directions***

The success of the accelerated course has led to its maintenance in the subjects offered. The selection criteria has been refined over the three years so that the Aboriginal Studies Course has been offered to better reflect selection on the basis of literacy skills, essential for the reading requirements and the written nature of the course examination. In the future an additional acceleration course may be introduced to meet the needs of students who show particular skill in numeracy and technology.



**The Aboriginal Studies group at Uluru**

## **Parent, student, and teacher satisfaction**

Parent, student and teacher feedback remains supportive of Cheltenham Girls High School. In a recent survey, staff rated their teaching experiences at the school positively with many teachers regarding their relationships with other staff and students a significant factor in their job satisfaction.

## **Professional learning**

Throughout 2010 staff at Cheltenham Girls High School participated in professional learning in the areas of literacy and numeracy, syllabus

implementation, career development, quality teaching and learning, welfare and technology. With the continued rollout of the DER laptop program, building skills in the use of laptops and software remained a high priority in 2010.

Activities and expenditure on professional learning reflected key aspects of our management plan. Early career teachers attended conferences and workshops focusing on their skill development, as did teachers with leadership ambitions. Professional learning opportunities offered to all staff included:

- presentations such as Maggie Hamilton on 'What's Happening to our Girls' and the Black Dog Institute on 'Mental Health'
- Technology workshops such as
  - Moodle for Beginners,
  - Moodle: The Next Level,
  - Integrating Mobile Devices into the Classroom
  - Analysing SMART data
  - Creating Engaging Presentations with Animoto
  - OneNote Inspiration
  - Introductory Photoshop
  - Critical Thinking
  - Engaging Students with Web 2 Applications
  - Exploring TaLe & Tools4U
  - Creating and Using Adobe Interactive Forms
  - Better Email Management Techniques

## 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 20 assessment and communication and electronic subject selections.

## Targets for 2011

### Target 1

***Build teacher capacity to provide high quality learning opportunities for all students 7-12 across all curriculum areas through differentiation strategies***

Strategies to achieve this target include:

- Professional development opportunities for staff in developing differentiation strategies.

- Development of Stage meetings to share successful strategies for the delivery of high quality learning opportunities.

Our success will be measured by:

- Improved understanding of differentiation strategies for implementation in the classroom.
- Improved student engagement and performance in mixed ability classrooms.

### Target 2

**Enhanced school leadership capacity for school improvement**

Strategies to achieve this target include:

- School Improvement Teams coordination of improved administrative strategies
- Provide professional opportunities to support career development

Our success will be measured by:

- Transparent and efficient administrative systems that meet teacher needs
- Enhanced teacher and school leader capacity to support school improvement and student learning

## 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.

Susan Bridge, Principal

Stephanie Davison, P&C Association

Grace Grierson, Zoe Hillig, Student Representatives

Kevin Elgood, Suellen Lawrence, Fiona Clifton, Karen Doyle, Staff Representatives

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School Code: 8208

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<http://www.schools.nsw.edu.au/asr>