



Education &
Communities

Public Schools NSW

8208



Cheltenham Girls' High School

Annual School Report



2022



Our school at a glance

Students

In February 1245 students were enrolled and Cheltenham continues to be one of the largest single sex government schools in the state. Students who come from a language background other than English comprise 64.2% of these enrollments.

Staff

In 2012 there were 81 teachers at the school, 2% of which are Early Career Teachers. The staff is generally highly experienced and committed to the values of the school. An exceptional number of extra-curricular activities are provided by the staff, often in their own time.

Student achievement in 2012

Graphs of student performance in NAPLAN and HSC appear later in this document.

NAPLAN Year 7 Literacy

In the area of Literacy, students performed significantly above the state average, with writing being a particular strength.

NAPLAN Year 7 Numeracy

In the area of numeracy, students performed significantly above the state average with almost 66% of students in the top two Bands.

NAPLAN Year 9 Literacy

In the area of Literacy, students performed significantly above the state average, with over 41% of students in the top two Bands for writing.

NAPLAN Year 9 Numeracy

In the area of numeracy, students performed significantly above the state average with 83% of students in the top three Bands

Higher School Certificate

The schools HSC results were outstanding with 184 Band 6 placements and a further 475 Band 5 placements in a cohort of 202 students.

Five students earned Band 6 in 10 units and were presented with Premiers All Rounder Awards for

Excellence. Alexandra Graham achieved first in the in Aboriginal Studies and a further five students were placed in the top 10 in the state in the following courses Aboriginal Studies, Food Technology, English (Standard), Ancient History & Economics.

Approximately 24% of Year 12 students achieved an Australian Tertiary Admission Rank (ATAR) of 90 or higher and 50% achieved an ATAR of 80 or higher.

Messages

Principal's message

In 2012 the school continued to record outstanding achievement in girls' education across a broad range of educational pursuits. The school provides a quality learning environment which promotes the best possible educational, social, cultural and civic development of each student. To that end a number of programs and initiatives focus on providing students with the necessary skills and confidence to make a significant contribution to the broader community. The school enjoys strong positive community relations.

In 2012 our Prefect body created a mini-documentary on the plight of asylum children in custody. The students researched, interviewed, filmed, edited and published their documentary 'The Concord project' on YouTube. Over 12,000 people around the world have since viewed this documentary. Their achievement was the subject of State and National News broadcasts. This project was the final of three projects undertaken by the Prefect body. Each project addressed a different element of the school motto: Truth Unity Concord.

The annual highlight of school life is the school's Presentation Day held, since 1973, in the Sydney Opera House. However this year, for only the second time our Presentation Day was held at the Sydney Town Hall. Renovations to the underground parking at the Sydney Opera House should be completed in time for us to return in December 2013.

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

Mrs. Susan M. Bridge, Principal

Parents & Citizens Association

2012 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. We had a very successful evening inviting a guest speaker from Macquarie University Anxiety Unit; this meeting had approximately 150 attendees, including parents from local Primary and High Schools. 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. Our appreciation goes to all those parents who have assisted at the school and represented the P&C on the various School Committees during 2012.

During 2012 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 funded various items to assist departments with updated equipment as required, providing the Science Department with new microscopes. New equipment for faculties included a 3D pattern maker for Design and Technology and raised performance seating for the Music Department.

The P&C have supplemented the entire school computer network, with 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.

We approved funds and plans to commence building on a new Sound and Lighting Booth for the back of the hall. We look forward to the building work commencing during 2013, with an enhanced facility provided for all the girls to enjoy.

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 2012. 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

2012 has been an exciting year for the SRC. In term one, last year's SRC held the annual Spirit Week with a variety of fantastic events such as a pizza day, snow cone sales, a mufti day a free sausage sizzle and free muffins at the end of the week. All funds raised went to charities nominated by our students.

In term two, the newly elected SRC and executive team took over and kicked off activities with a bake sale for the RSPCA. It was a successful day raising almost \$700.

Term three saw the World Vision 40 Hour Famine. This annual event is always well supported by our students who this year raised an incredible \$19,300.

Also during term 3, we held a mufti day where we were 'Cheltenham Angels' for the day. This was for a young boy who needed financial support due to his disability. His family was overwhelmed not only with the money, but the community spirit that is synonymous with our students.

Term 4 saw “Faculty Face-Off” which saw teachers from each faculty competing in bizarre, crazy and slightly messy activities. Congratulations to the TAS faculty who won by the smallest of margins.

Thank you also to our SRC representatives who have worked hard and stepped up when needed.

And last but not least a big thank you to all our students who willingly participate and support all events, making 2012 a very successful and rewarding year for the Student Representative Council.

Sofie Inwood SRC President

Prefect’s message

The Prefect body is a group of girls elected by the Year 12 cohort and staff who play an integral role in the running of school functions and represent the school in the wider community. The body consists of 25 passionate and committed individuals who thrive to achieve the best for the school through constant planning and organising of events to encourage the on-going school spirit of Cheltenham Girls High.

Each year the prefects help in the running of events such as Parent teacher interview nights, the annual art exhibition, hosting of MADD night, helping with Year 6 Orientation day and introducing new ideas such as ‘shout of the week’ whilst chairing assemblies on a weekly basis. ‘Shout out of the week’ is a new initiative implemented by the prefect body of 2012/13, where students and teachers are given the opportunity to have any form of birthday, thanking or friendship messages delivered in assembly to anyone they wish too.

The Prefect Body is also responsible for the running of several fundraising events throughout the year. As done before, the prefect body supported Pink Ribbon Day and Daffodil day by helping sell merchandise to staff and students and personalising these fundraisers through the selling of pink and yellow ribbons for the respective fundraisers. For the first time this year, the Prefect Body received the chance to help Ms Harriman with Cheltenham Girls first ever late night show of “On the Move”. Boarding the ‘Cheltenham 707’ plane, the prefects were responsible for ensuring a smooth ride for all the audience. One of the

most memorable opportunities for the Prefect Body was the Epping Rotary Cruise along with Epping Boys High School, where the prefects had the rare and special opportunity to interact with the elderly and enjoy an afternoon of exchanging stories, food, fun and dancing. Finally the year ended with a bang with the annual school event of Cheltenham Idol which was a great success! All funds raised went to the Butterfly Foundation in the hope of supporting positive body image for young women in our society today.

A special thanks to our dedicated and supportive prefect coordinator Mrs. Govan, Vice-Captain Fran Looby, senior Prefect Marlynne Chen and also to each and every one of the deserving, enthusiastic and committed prefects who strongly uphold and embody the true values of a Cheltenham Girl.

Saloni Misra School Captain 2012-13

Social Justice

Another year has passed and the Cheltenham Girls Social Justice group continues to remain strong and form an integral part of the school leadership program. In 2012 the group’s profile was raised with the introduction of a Social Justice badge, and a designated notice board.

The year began with our annual International Women’s Day Breakfast celebrating the 100 year recognition mark of female achievements. Selected students attended the UN Woman’s breakfast at Darling Harbour, whilst at school a team of early risers made pancakes for arriving students at school.

The next project was our first major fundraising event – ‘Cheltenham Sleep Out 2012’. The night was a huge success and raised well over \$3000. Brave students, teachers and our very own principal endured the cold to raise awareness and money for *Oasis Youth Network*. The Sleep Out consisted of hours of fun with games, trivia, quality food all being included. After the event, senior girls and social justice members had the honour of listening to a presentation of first-hand experience of homelessness by Bianca from Oasis. Bianca also informed us that the money raised assisted 10 homeless children in attending intensive camps and funding camp supplies for four whole months.

Jocelyn Davison from Year 8 presented Cheltenham Girls with a touching speech about her struggle with cancer and how the *Make a Wish Foundation* helped her. Wish Week saw breakfast goods being sold alongside Pinkies' Café and a massive bake sale, raising over \$1000 for the foundation

In the last week of Term 3 we had our second annual film festival, now renamed "Justfest". Students filled the hall to watch 15 entries, based on this year's theme- water. The recipient this year fundraising effort was Unicef- specifically their "WASH" campaign, (Water, Sanitation and Hygiene.) for which we raised \$1000. Many of the films were thought provoking, whilst others light and entertaining. In the end the judges awarded a split first prize to Olivia Calabio Yr. 9 for her beautiful art film and Houda Khan for her delightful animation.

Many girls attended leadership days and camps, and social justice forums. These included Taracoonee and the Amnesty International schools conference.

The year ended with some forward planning for 2013- a campaign to assist Wilcannia Central School, and an early campaign for the Cerebral Palsy Alliance.

Ms. R. Gibbs, Social Justice Coordinator

School context

Student information

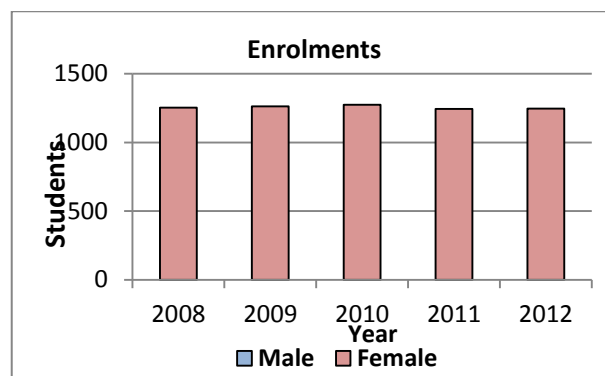
Enrolment numbers have been stable for well over a decade at circa 1200. In 2012 the school was among the largest single sex schools in the state with an enrolment of 1245. Approximately 64.2% of total enrolments in 2012 were from language backgrounds other than English.

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

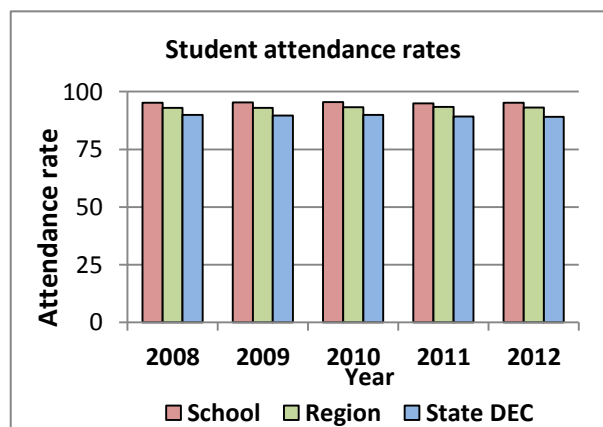
Student attendance patterns are higher than regional and state averages. The comprehensive curriculum options available in the senior years, the schools consistent record of outstanding HSC

results, and parent support for their daughters continuing into senior years are some of the probable reasons for the high retention rates. Enrolment at Cheltenham draws almost exclusively from the local area, which also contributes to high retention rates.

Student enrolment profile



Student attendance profile



Attendance rates in Year 7 – 10 are significantly above state (89%) and regional (93%) means and currently exceed 95% Student attendance is closely monitored and regular contact with parents and caregivers is maintained. The school policy of posting home attendance reports twice per term and SMS absence messaging has maintained attendance improvements made in previous years.

Management of non-attendance

Students who experience difficulty in maintaining attendance are supported by extensive welfare and counseling programs together with appropriate regional student welfare support where necessary.

Post-school destinations

The University Admissions Centre (UAC) released the university offers to schools in February 2013. There were a total of 219 offers made to Year 12 students, with some students receiving two or three offers. The most popular universities were Macquarie University, University of Sydney, University of New South Wales, University of Technology and University of Western Sydney. Some students also gained an offer to Charles Sturt University, Australian Catholic University, Think Group, Australian National University and The University of Notre Dame.

Year 12 students undertaking vocational or trade training

Thirty eight Year 11 students, twenty Year 12 students and one pathway student studied a Vocational Education Training (VET) course at TAFE or a private provider. 98% of students completed their VET course successfully. Ryde, Hornsby, Meadowbank and Richmond TAFE were the campuses attended. Three students participated in the Retail School Based Traineeship with McDonalds.

The courses studied were Accounting, Automotive Mechanical, Beauty Therapy, Community Recreation, Community Services - Childcare, Design Foundation Studies, Financial Services, Hairdressing, Horse Industry, Hospitality, Human Services, Information Technology, Media - News Journalism, Retail School Based Traineeship, Tourism and Events and Visual Arts, Craft and Design.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of Year 12 students attained their HSC or Vocational Educational qualification in 2012. One Pathway student completed their HSC in 2012.

Staff information

| Position | Number |
|---------------------------------------|--------|
| Principal | 1 |
| Deputy Principal(s) | 2 |
| Head Teachers | 13 |
| Classroom Teachers | 60.5 |
| Support Teacher Learning Assistance | 0.6 |
| Teacher Librarian | 1.4 |
| Teacher of ESL | 1.8 |
| Counsellor | 1.0 |
| School Administrative & Support Staff | 14.2 |
| Total | 95.5 |

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The school has one teacher of indigenous background.

Staff retention

There was a high rate of staff retention with some changes due to promotion or retirement.

Teacher qualifications

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

| Qualifications | % of staff |
|-------------------|------------|
| Degree or Diploma | 87 |
| Postgraduate | 13 |

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 | 30/11/2012 |
| Income | \$ |
| Balance brought forward | 1046576.90 |
| Global funds | 699321.22 |
| Tied funds | 174438.15 |
| School & community sources | 1032138.03 |
| Interest | 53018.03 |
| Trust receipts | 294348.4 |
| Canteen | 0.00 |
| Total income | 3299840.73 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 301134.15 |
| Excursions | 422681.41 |
| Extracurricular dissections | 145938.79 |
| Library | 27046.75 |
| Training & development | 5296.30 |
| Tied funds | 183731.93 |
| Casual relief teachers | 172223.19 |
| Administration & office | 453735.96 |
| School-operated canteen | 0.00 |
| Utilities | 147300.28 |
| Maintenance | 85777.15 |
| Trust accounts | 316578.47 |
| Capital programs | 93412.70 |
| Total expenditure | 2182633.89 |
| Balance carried forward | 1117206.84 |

A full copy of the school's 2012 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.

School performance 2012

Achievements

Arts

Visual Arts had an outstanding year in 2012. The annual exhibition, displaying amongst other works the Year 12 HSC Bodies of Work, was of an unprecedented standard. This was again reinforced with the pre-selection of 12 students for Art Express. Of these 12, 5 student works were selected for inclusion in Art Express exhibitions across the state. These were:-

Charlotte Beloe - Hazelhurst Gallery

Zoe Zhao – Art Gallery NSW

Katherine Li – The Armory, Sydney Olympic Park

Chlaris Chee- Regional exhibition, Orange

Sophia Lau- Regional exhibition, Broken Hill.



The Epping Fair competition was well supported with 15 girls entering artworks. Elysia Campbell from Year 9 took out a major prize with her drawing based on a boot.

With additional funding from the P& C, Visual Arts was able to continue its Artwork of the Month scheme, where selected student's work from Yr. 7-10 is showcased outside the principal's office, and then hung in the school corridors.

Sport

Each year, Cheltenham Girls' High School celebrates sporting achievement at the Annual Sports Assembly in Term 3. This year our guest speaker was Kasey Badger. Kasey is a female rugby league referee. She was the first female to referee in the National U20s Competition. She spoke passionately about her experiences in sport and the barriers she has faced as a female in a male dominated sport. She encouraged the girls to set goals and to strive to achieve them.

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

Students from Cheltenham Girls' achieved some outstanding individual results at Zone level. The school finished in second place at the Zone Swimming Carnival, second at Zone Cross Country and third at Zone Athletics.

Students then went on to represent at regional level and CHS in swimming, cross country and athletics. Individuals and teams had great success at CHS level this year. At each CHS carnival, students won a range of medals, including at least one gold medal at each carnival. These students then went on to represent CHS at the NSW All Schools Carnivals.

In addition, students were selected for representative teams for a variety of team and individual sports including gymnastics, football, softball, tennis and netball. Five students were selected in CHS teams to compete at NSW All Schools in softball and netball. One student represented the NSW All Schools at the Australian All Schools Championships. She was then selected in the Australian Schools Girls team. This is the pinnacle of school sport in Australia.

Three students were awarded a total of four Zone Blues in athletics and cross country. Two students were awarded Regional Blues for netball and softball. One student was awarded a CHS Blue for her commitment and performance in softball.

In 2012 Cheltenham had over 20 different representative teams across 11 different sports. Two knockout teams in the CHS Knockout competition, Open Football and Open Softball were regional finalists which allowed them to go on to represent the region at the CHS final series.

The Open Football team played at the CHS final series for the fifth consecutive year and was CHS Final Series runners up. The Open Football team was winners of the NSWCHS Comprehensive High Schools Knockout Finals Series.

The Aerobics team competed at both State and National level. At State, they were placed first. At National level, they were placed fifth.

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, sofcrosse, basketball, netball, touch football, tennis and softball. They also participated in a Sport Skills Day and received specialised coaching in a variety of sports and team work sessions. Year 7 participated in a week long swimming program at Cherrybrook and Year 8 participated in a successful program at Epping during their double sport lessons.

This year saw the continuation of the Year 9 integrated sport. Each class rotated through a variety of activities during the year. This program enabled the girls to benefit from the expertise of external instructors for AFL and Yoga. The program also included Games at both the school oval and Cheltenham Oval and the opportunity to participate in circuit classes in the I Block gym.

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. Sports included gymnastics, self-defense, 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 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.

The Sports Council continued to support the school sports program. They developed leadership skills throughout the year and started the year by painting new house banners reflecting the meaning of their house name. They helped with weekly sport, school carnivals and weekly assembly. They also ran a number of activities including a staff v student mini Olympics, a lunchtime sports competition for years 7 and 8 and they started an

interhouse netball competition. They also lead Year 7 in house cheers at the swimming carnival.



Aerobics team at Nationals



6 x 50m all age freestyle relay team at NSW All Schools Swimming



12 years 4 x 100m relay team at CHS athletics

Performing Arts

The Performing Arts at Cheltenham Girls High continues to provide opportunities for our girls to develop and use their many talents. Higher School

Certificate results were outstanding with 2 students from Music 2 being nominated for their performance work for Encore, the state's showcase of top achieving students. This result came from a candidature of 4 students.

Our ensembles rehearse each week preparing for our school showcases, now known as MADD 1 (Music and Dance Drama) and MADD 2. In 2012 we showcased both the very experienced performances as well as providing an opportunity for some of our students studying music in Year 8 to perform. These evenings were extremely well attended and parents and fellow students had the opportunity to hear and see the wonderful work that results from the hard work of students and staff. Our senior and junior choirs continue to strengthen the vocal development of our girls while Orchestra and Concert Band provide opportunities for our instrumentalists. Each of these groups provides the unique chance for students to interact and work with students from different grades in the school.

2012 was a year when many of our students were selected as members of various NSW Performing Ensembles. These girls attend weekly rehearsals 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. Girls were also successful in being selected as members of the State Drama Ensemble.

Presentation Day 2012 brought a change to our regular venue. As work was being carried out at the Sydney Opera House, the Sydney Town Hall was chosen as our venue. This brought challenges and changes however on the day we were able to successfully highlight the many achievements of our students.

Debating and Public Speaking

Debating and Public speaking activities involved many students across the school in 2012. Junior and Senior Debating teams participated in the Premier's Debating Challenge which saw the Year 11 Karl Kramp team reach Regional finalist level. Junior teams were rotated to ensure all interested students participated in the training available to them. Community debates were also held between Cheltenham Girls High and Epping Boys High. Student's skills were enhanced through

workshops conducted this year run by Mrs. Fowell and Ms. Atkinson. Cheltenham was fortunate to have a representative in the Junior State Debating Championships representing the Metropolitan North team.

Cheltenham Girls High students participated in many public speaking competitions throughout the year. The Junior Youth Speaker of the Year for the 'Speakersbank' competition saw two of our students take out the Impromptu section and runner up in the Prepared section. Cheltenham students also participated in various charity public speaking evenings this year including Rotary 'Voice of Youth'.



Mathematics Competitions

In 2012 just fewer than 300 students competed in the Australian Mathematics Competition with 2 receiving a High Distinction, 27 students receiving Distinction Certificates and 122 Credits. Students from Year 8 competed in the Have Sum Fun Online competitions. Year 9 students participated in the Australian Statistics Poster Competition and students from the school won the Junior Secondary National Prize. Twenty seven students from Year 7 to 10 also competed in the Maths Challenge competition. Two Year 8 students received High Distinctions with 3 distinctions and 5 credits being awarded to the participants.

Chemistry Quiz

The candidature for the Chemistry Quiz was 30. 10% achieved High Distinction level. 10% achieved Distinction level.

ICAS Science Competition

The candidature for the Science Competition was 215. 13.0% achieved Distinction level and 32.5% achieved Credit level.

ESSA

The candidature for the 2012 Year 8 Essential Secondary Science Assessment (ESSA) was 203. Results achieved for overall science were (state results in brackets):

Achievement level 6: 8.9% (3.3%); Achievement level 5: 40.4% (18.4%).

Achievement level 4 or better was achieved by 86% of the students (59%).

Other

Australian Statistics Competition

Zoe Argent and Sara Tarpis of Year 9 won the Junior Secondary National Prize.

HSC Major Works

ENCORE – two nominations

Callback – one nomination

ARTEXPRESS – 5 major works were selected and a further 7 nominations



DesignTECH Exhibition – one major work

Society & Culture

Daniela Kwan received a distinction for Outstanding Research in her Personal Interest Project.

Northern Sydney Region Awards & Recognition

Mrs. Karen Doyle Head Teacher History received the Regional Director's Outstanding Service to Schools Teacher Award.

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 these 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)

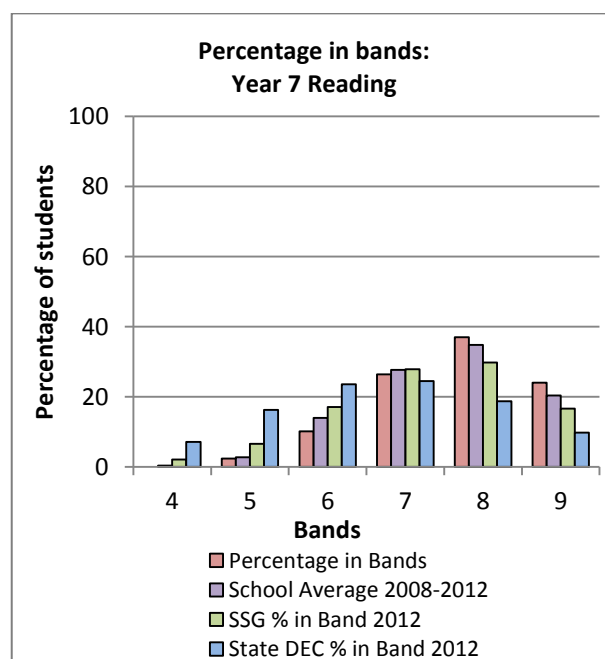
Yr. 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

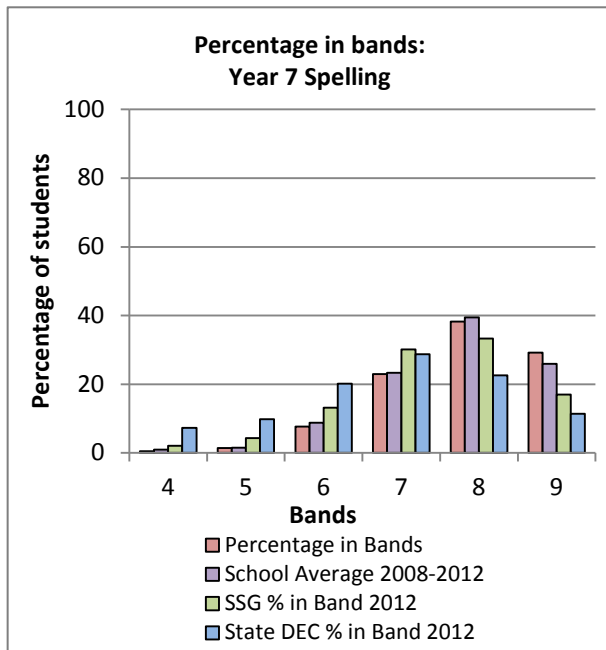
In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

NAPLAN Year 7

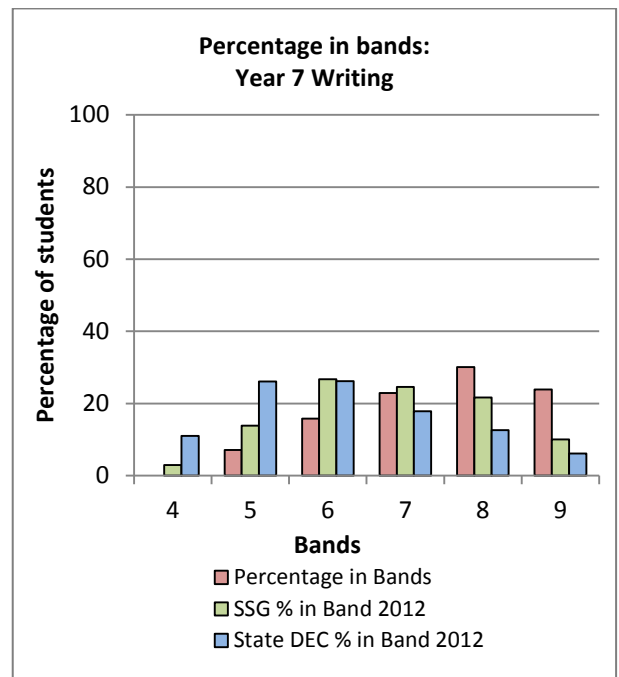
Reading



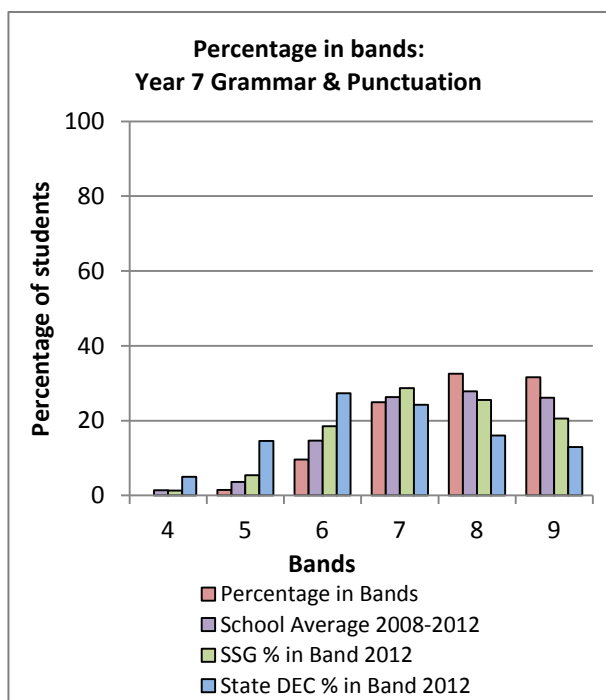
Spelling



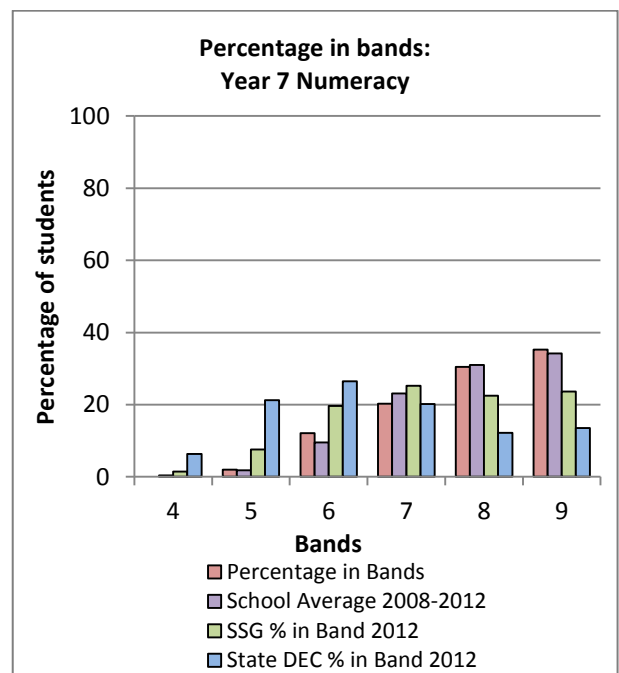
Writing



Grammar & Punctuation

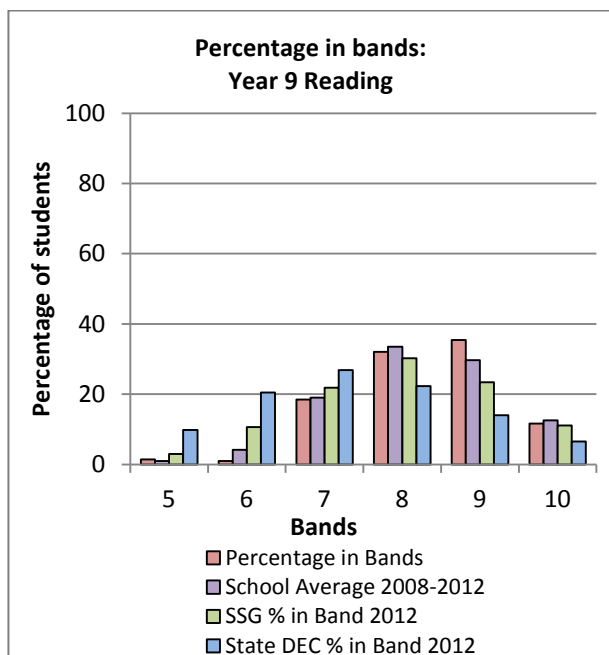


Numeracy

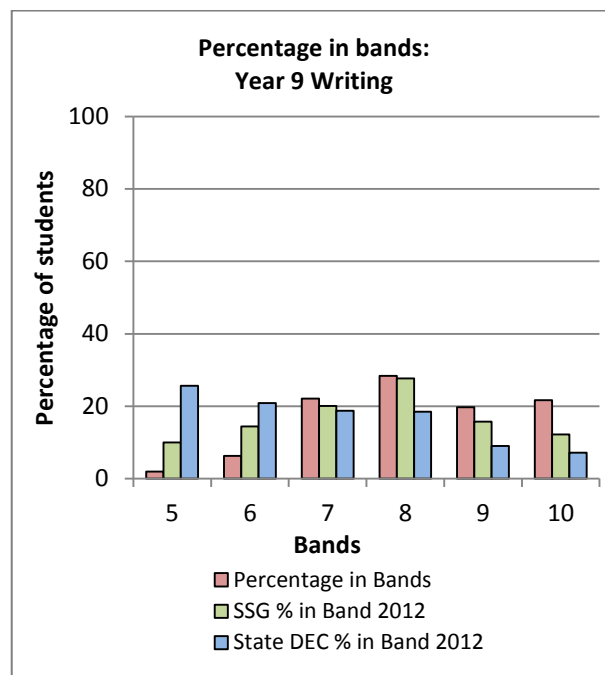


NAPLAN Year 9

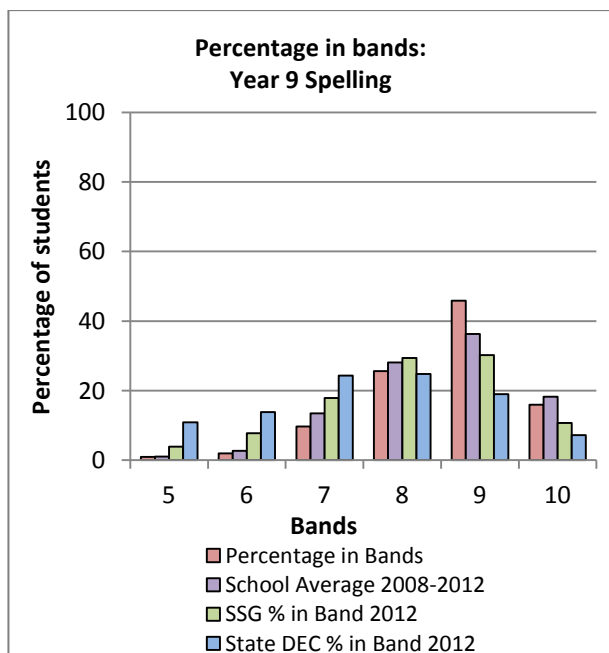
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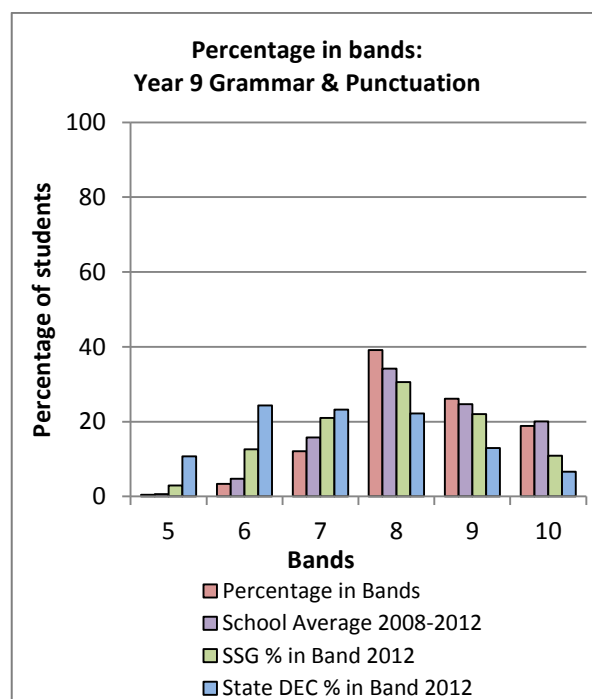
Writing



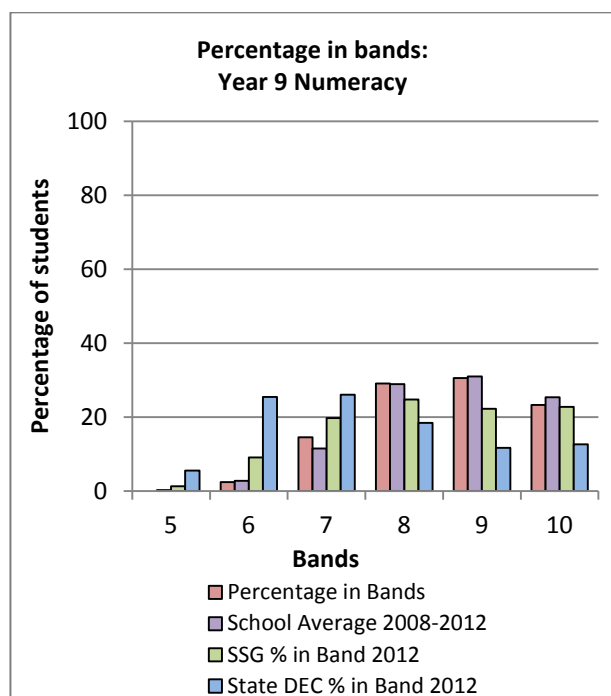
Spelling



Grammar & Punctuation



Numeracy



Progress in Literacy

Student results assessed in the area of Literacy in both Year 7 and Year 9, performed significantly above the state average.

Cheltenham Girls High School continues to focus on the explicit teaching of literacy across all KLAs.

Progress in Numeracy

Student results assessed in the area of Literacy in both Year 7 and Year 9, performed significantly above the state average.

Cheltenham Girls High School continues to focus on the explicit teaching of numeracy across all KLAs.

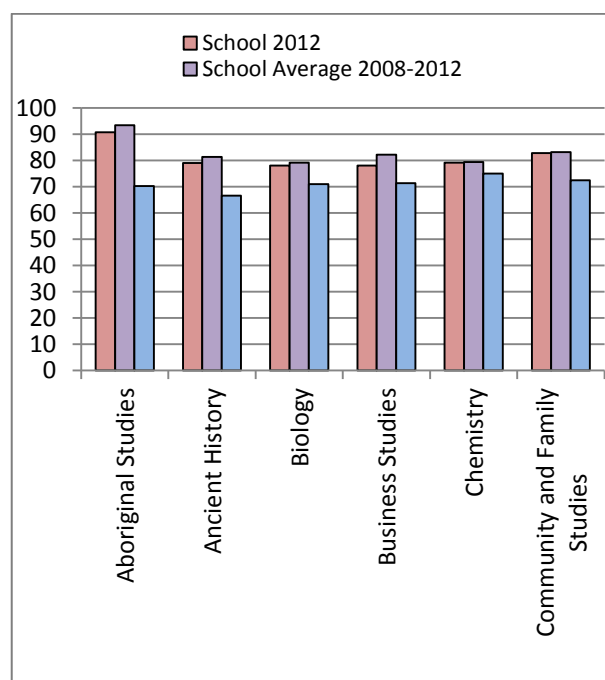
Higher School Certificate

In **Business Studies** 35 candidates completed examination in 2012. Students in Business Studies gained results marginally below state average in Band 6 (3% verses 8%). However 37% of candidates achieved Band 5 results (State = 30%). Band 5 and 6 results were lower than the 2011 cohort. 89% of candidates achieved Band 4-6 results (State = 67%). No Business Studies

candidates were placed in the lowest two achievement bands.

27 candidates completed the **Economics** examination in 2012. One candidate Erina Yip achieved outstanding Economics results, with a mark of 98, Erina came 9th in the state for Economics and she is to be congratulated on this outstanding achievement. Overall Band 6 results were above state average (15% verses 12%) and above the 2011 cohort results. Band 5 results were lower than state average (30% verses 35%) and also below 2011 cohort results. 67% of candidates achieved Band 4-6 results (State = 72%). Additionally 3 Economics candidates were placed in the lowest two achievement bands.

19 candidates completed the **Legal Studies** examination in 2012. Students in Legal Studies gained results significantly higher than state average in both Bands 6 (26% verses 10%) and Band 5 (42% verses 30%). Band 6 results were very similar to the 2011 cohort but slightly lower in Band 5 results. 84% of candidates achieved Band 4-6 results (State = 69%). Additionally no Legal Studies candidates were placed in the lowest two achievement Bands.



The **English** results reflected a sound performance by candidates in each course with improvements being noted in Extension courses. All Extension 1 and 2 students scored in the E3 and E4 band. Students continue to excel in English Advanced and English as a Second Language. 81% of

students scored Bands 5 and 6 in 2 unit Advanced English.

Increases in Band 6 results in English Standard were noted. 80% of the 2 unit Standard cohort achieved results of band 4 and above.

Band 5 results in both Advanced and Standard courses were both significantly above the state average. All students in English as a Second Language scored band 4 and above.

French Beginners:

Our students performed very well in the 2012 HSC examinations with 62.5% of the school's candidature achieving Bands 5 and 6. This was well above the state's performance in French Beginners where 47.2% of the total candidature achieved Bands 5 and 6.

French Continuers:

Our students' performance in French Continuers was excellent with 99.99% of the school candidature achieving Bands 5 and 6 compared to 64.59% of the state's total candidature.

Italian Continuers:

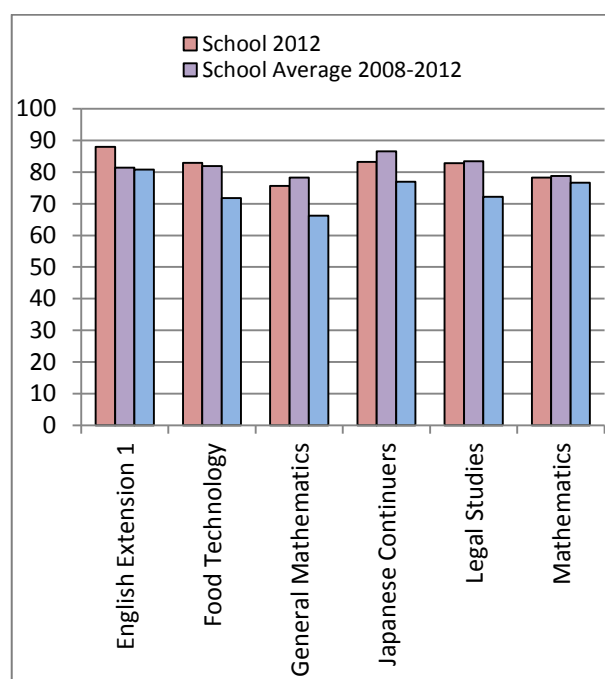
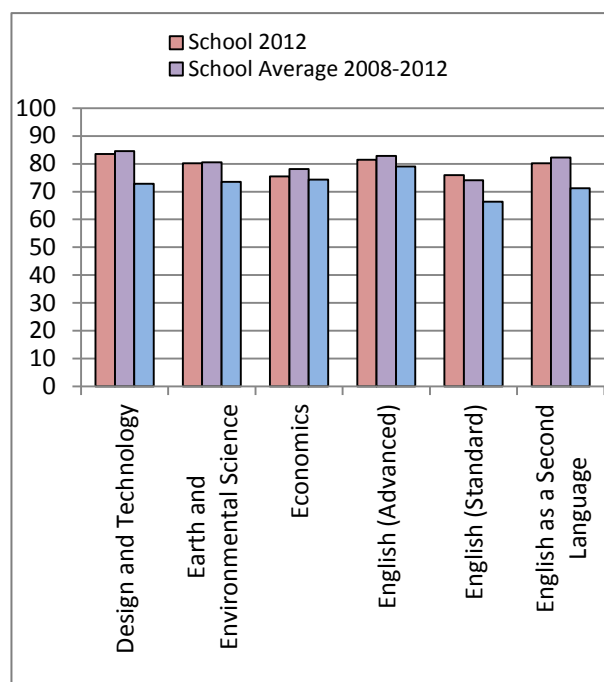
Students in the Italian Continuers Course performed well with 57.14% achieving a Band 5 compared to 31.54% of the state's total candidature.

Japanese Continuers:

The HSC results for 2012 for Japanese Continuers were excellent. Of 13 students 5 achieved a band 6 and 2 more scored 89. We achieved a Band 5 average, which was above state average. There were 8 students who studied Japanese Extension. One student achieved a Band 4 and we achieved a solid band 3 average. This was very slightly below state average.

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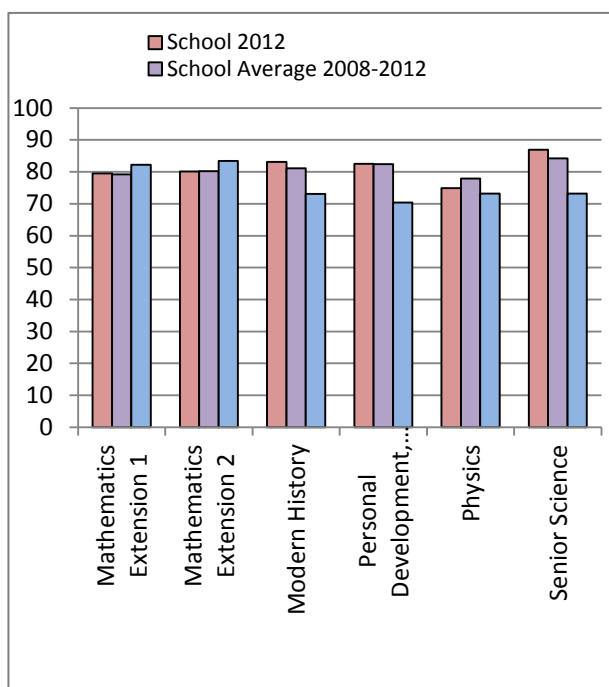
The trend for **General Mathematics** students to score above state average has continued with 8% receiving a Band 6. In **Mathematics** 5% of students received a Band 6. Twenty two percent of **Extension 1** students receive an E4 band with a further 46% receiving an E3. **Extension 2 Mathematics** students performed comparably with 17% receiving an E4 and almost 46% of the cohort receiving either an E4 or E3.

Music results for the 2012 HSC were again excellent with 3 of the 4 Music 2 students achieving Band 6. This compares to a state average of 33.75%. Our one student who sat

Music Extension achieved full marks and thus, the top band (E4) for extension compared to a state average of 63.19%. In 2012 two students studied Music1 through Distance Education, as there were insufficient students to form a class at school. Despite the challenges of distance education study, both achieved Band 5.

Drama results were strong with 25% of candidates achieving Band 6, double the state average while the remaining 75% of candidates achieved a high Band 5. This compares to 31.69% state wide.

Overall, when compared to their other subjects, 91.6% of students achieved their top band, or equal to their top band in Music or Drama. In fact for 75% of Performing Arts students, their highest mark overall was achieved in Music or Drama.



Science courses continue to be an important component of the pattern of study of a majority of students. Many students choose two, and often three, of the Science courses available in Stage 6. The results in external examinations continue to be strong.

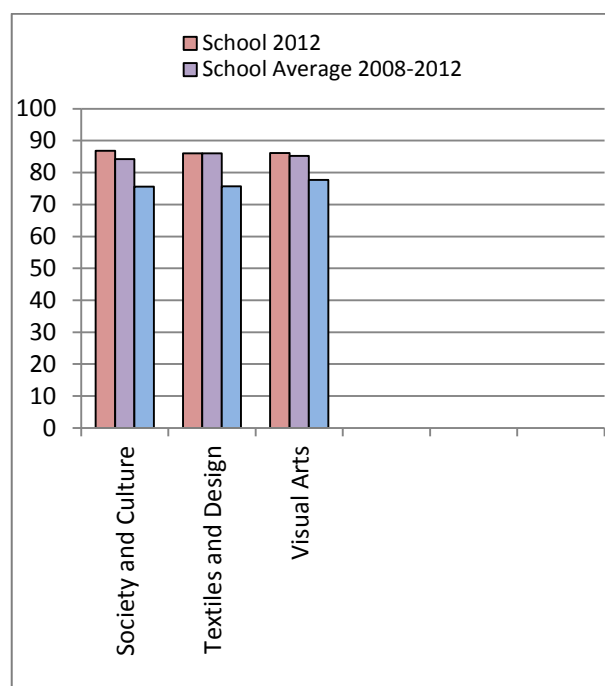
The total HSC candidature for all Science courses in 2012 was 202, an increase of 9 on 2011.

Over 14% of candidates achieved Band 6, an increase of 1% on 2011. 36% of candidates achieved Band 5, a decrease of 1% on 2011.

Biology and Chemistry attracted the most number of candidates.

Biology Band 6: 10.4% (6.3%); Band 5: 32.5% (20.5%), **Chemistry** Band 6: 15.9% (13.0%); Band 5: 38.1% (29.5%), **Physics** Band 6: 6.1% (7.9%); Band 5: 36.4% (26.1%), **Senior Science** Band 6: 37.5% (8.2%); Band 5: 50.0% (32.1%)

All courses showed strong performances in comparison to the State. (State results in brackets)



Results for the **TAS** faculty were well above the state average.

Design and Technology registered a mean 7.1 above the state and 81% of all students achieved bands 5 or 6 (state 40%). Textiles and Design was 8.4 above the state mean with 88% of students placed in the top two bands (state 46%). The mean for Food Technology was 9.2 above the state with 65% of all students being placed in bands 5 or 6 (state 31%). Information Processes and Technology registered a mean 11.3 above the state and 71% of all students achieved bands 5 or 6 (state 31%).

One student achieved 5th position in the state for **Food Technology**.

Design and Technology

In 2012, one student from the Design and Technology class had her Major Design Project selected for the DesignTech exhibition at the Powerhouse Museum.

Textiles and Design

Tess Tavener-Hanks won the 'Young Designer of the Year' at the prestigious Apex Australian Teenage Fashion Awards. Tess entered her creations in 4 categories and achieved 1st place in the categories of Society and Environment, Formal Wear and Wearable Art.

Significant programs and initiatives

Aboriginal Education

In 2012 students of Aboriginal Studies were involved in several activities to recognise, celebrate and educate about Aboriginal peoples and their culture. Students conducted assembly sessions for NAIDOC week and participated in Guringai Week at a community dinner with guest speakers. Year 11 HSC students presented at school assemblies on the service of Aboriginal peoples war and members of the Aboriginal community were part of this assembly.

Aboriginal Studies students attended excursions to West Head, the Museum of Sydney, the Aboriginal Servicemen's commemoration service in Hyde Park and the Ngurra Kuju walya (Canning Track) exhibition at the Australian museum. Year 10 students attended the Jessie Street annual luncheon to hear Larissa Behrendt speak (she is a Eualeyai/Kamillaroi woman and Professor of Indigenous Research and Director of Research at the Jumbunna Indigenous House of Learning at the University of Technology). The 2013 HSC candidates also attended the HSC Study Day at the University of Sydney, organised by the Aboriginal Studies Association and the University of Sydney Koori Centre. Years 9, 10 and 11 Aboriginal Studies students worked with the ACLO and Aboriginal Project Officer on HSC content, major projects, heritage and identity, Land and kinship topics.

HSC Aboriginal Studies students completed Major Projects, engaging in extensive consultation with Aboriginal communities on such topics as

Aboriginal servicemen, eye health, and the varied notions held by Aboriginal peoples on spirituality, pre-school education programs for Aboriginal children and engagement of community, the impact of colonisation on Land. They were presented in an amazing array of formats from professional health displays, textile collages, display boards and books, echoing students' talents, skills and interests.

As a result of her major HSC project one student participated in two panels, through the Hornsby area Residents for Reconciliation and the Aboriginal Support Group – Manly Warringah Pittwater area. She discussed the importance of Aboriginal constitutional recognition with federal and state MPs, the Social Justice Commissioner, Mick Gooda, other indigenous leaders and the general public.

Welfare

Cheltenham's Welfare team has engaged in a proactive approach to welfare, aiming to support students and utilise early intervention and prevention measures. Our Anti bullying policy and programs such as Brainstorm productions, Respect days, Police liaison talks, Peer support and Peer mediation, all support students throughout the year. Students have many avenues to report instances of bullying which are then dealt with in the most appropriate manner.

We had the Presenters speak to Yr8 regarding wise use of the Internet, protection of identity and how to avoid identity theft. Year 7 had a presentation on Cyber safety. Years 9 and 10 participated in the productions from Brainstorm on topics such as Verbal Combat.

Pinkies Café has continued to provide a daily service of coffee in the morning to staff, which enables the training Barista's to practice their skills. Over the course of the year students were trained and received a certificate called "Prepare and Serve Coffee." These students also ran a fortnightly café at recess allowing them to complete the required hours. It is hoped that this course will assist students in gaining part time jobs by providing work-based skills. Pinkies have now been extended into a student Café, where of a morning training Barista's serve students smoothies, hot chocolate and coffee. The area surrounding the café has been upgraded with comfortable shaded seating for the use of the students.

The High Resolves program has run for the 4 years and will run again next year in 2013. This has proved popular with the students allowing them to examine and develop their leadership skills through meaningful projects. The students this year in Yr10 ran a project called 'Human Trafficking'. The High Resolves team promoted awareness of this issue through various presentations to the student body. In 2012, Year9 worked on a school community action project resulting in the "Happy Day" where students involved run activities to promote self-acceptance.

The annual Senior Leadership Retreat for 13 of our student leaders which are drawn from the Prefect body, the SRC and Social Justice Group and for the first time the Green Team. It was held in July 2012 due to accommodation availability. The leadership camp is 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 land on which the school is built. Being able to share this beautiful old heritage listed home has continued to link our ties with the Vicars descendants. The senior student leaders are able develop and extend their leadership capabilities and enjoy the opportunity to share this time together.

Learning support Team

The Learning Support Team consisting of Head Teacher Welfare, the Learning Support Teacher Assistance, Careers Advisor and Counsellors, meeting once per cycle to implement and monitor support strategies to assist student learning. 2012 will be the final year of a funding cycle and the school is expecting to have a Learning and Support Teacher appointed for 3 days per week in 2013.

This year we had two teachers' Aides who assisted with classroom learning with literacy and numeracy focus in Years 7 and 8, and the Head Teacher Welfare provided homework and assessment support for senior students. The Learning Support Team, in consultation with classroom teachers has devised Individual learning plans for many of our students who need additional learning support. NAPLAN results show that our learning support students have demonstrated consistent growth in their learning.

National Schools Chaplaincy Program

In 2012, with the on-going support of the P&C, the School continued to participate in the Federal Government National School Chaplaincy Program. Our School Youth Worker is employed two days per week under this funding and local church communities fund the remaining 3 days per week.

The School Youth Worker is responsible to the Head Teacher Welfare and works with the school welfare team to offer assistance and support to the school community. This is a voluntary service that students, staff and families can access at their own discretion.

Connected Learning Year 8 German

In 2013 our Year 8 German class was selected to participate in the Get Connected Program. The Get Connected Program is an initiative by the NSW Department of Education and Communities designed to help motivate students in their study of their chosen language in Stage 4. As part of this program we connected with a Year 8 German class from Melville High School. During the year we connected with the students from this class via Edmodo, a secure social learning network for teachers and students. Students used programs such as Audacity and Animoto to introduce themselves to each other in German. We also connected with each other via the Connected classroom. Both schools were successful in creating a Year 9 elective German class in 2012 and we look forward to continuing our relationship next year.

Japanese visits 2012

In November 2012 a group of 100 students and 8 teachers visited from Bunka Girls High School in Nagano visited us for the day. The Japanese students were buddied with our students studying Japanese and participated in a range of activities. The Japanese students prepared activities for us including kimono wearing, origami and calligraphy. We also enjoyed a visit from the reptile man who put on an entertaining show for everyone. It was a wonderful opportunity for cross cultural understanding for our students.

Progress on 2012 targets

Target 1

Differentiated Learning

Our achievements include:

- Increased differentiation in classroom practice including strategies for students with learning needs. SMART Data indicates that students in lower and middle achievement groups demonstrated increase value adding in literacy and numeracy.
- Increase in students achieving in Band 9 in Year 7, and Bands 8 and 9 in Year 9 NAPLAN results
- Increased distribution and professional development for use of iPads in classroom practice.

Target 2

Increasing leadership capacity

Our achievements include;

- Targeted professional development provided for examination and evaluation of NAPLAN criteria resulting in development effective classroom strategies to address concerns.
- National Curriculum focus in professional development for programming in English, Mathematics, Science and History.
- Professional learning for leadership capacities implemented at executive level.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of our school website.

Background

The new school website was initiated in 2010 however there were a number of teething problems that were addressed over 2011 and 2012. The website is one of our main forms of communication to parents and the community. In

2012 we had many discussions with our P & C about the types of published information that would be most useful to parents.

Findings and conclusions

Further to these discussions, we obtained the assistance of one of our parents to help with the regular updating of the website. The P & C made the suggestion that we allow parents to subscribe to the newsletter which is published each fortnight. As a result parents can now receive their newsletter directly into their email box. In 2012, we started to place excursion notes and daily notices onto the website. We have since included Year 10, 11 and 12 Assessment Policies, schedules and misadventure forms as well as fee information and attendance notifications. Over the last year the website has had in excess of 5,000 views most weeks indicating that it is a useful tool and one of the first places people look to access current information.

Future directions

We will continue to build the usefulness of the website and encourage more parents to access the newsletter by subscription.

Professional learning

Towards the end of 2012, all teachers have focused on building their capacity with sustained and targeted professional development through relevant courses; workshops and further education in improve classroom practices. The hours accumulated for professional development can be tracked to build accreditation hours for the NSW teachers Institute and for use with school based TARS and EARS management.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School Priority 1

Outcome for 2012–2014

Differentiated Learning

2013 Targets to achieve this outcome include:

- Students to achieve their expected growth in NAPLAN.
- Strengthened teacher capacity to improve student learning outcomes utilising the Quality Teaching framework.
- Increase differentiation via classroom practice and learning experiences.

Strategies to achieve these targets include:

- Learning plans developed for students for students with specific learning needs.
- All teachers demonstrate Quality Teaching within their classroom and reflect on effective practice.
- Professional learning by staff to further research and develop methods in curriculum differentiation.

School Priority 2

Outcome for 2012–2014

Leadership Capacity

2013 Targets to achieve this outcome include:

- Implementation of National Curriculum is shared between of community of schools.
- Improve leadership density within the school and promote career development
- All staff use SMART data to inform pedagogy

Strategies to achieve these targets include:

- KLAS in our community of schools work collegially on scope and sequence, programming and resource development.
- Leadership is enhanced through targeted professional learning and sharing of best practice
- Increased professional learning opportunities to analyse SMART & RAP data and implement findings

About this report

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

Mrs Susan Bridge – Principal

Mr Leigh Crangle – Deputy Principal

Mrs Suellen Lawrence – Deputy Principal

Mrs Stephanie Davison – P&C President

Saloni Misra – School Captain

Sophie Inwood – SRC President

Staff of CGHS

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

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