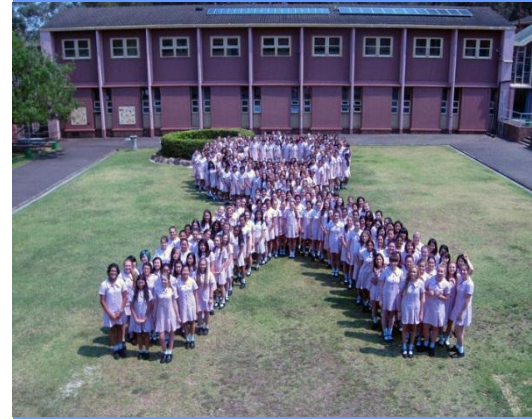


Cheltenham Girls' High School Annual School Report 2013



School context

In February 1242 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 68.9% of these enrollments.

Principal's message

In 2013 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 2013 our Prefect body inspired our school to participate in the World's Greatest Shave, an annual fundraiser for the Leukaemia Foundation. Consequently 25 students from Years 7 to 12 had their heads shaved and a similar number of students coloured their hair in support of this cause. The total sum raised by the school was in excess of \$53,000, making Cheltenham Girls' High School the third highest team fundraiser in NSW, the eighth highest fundraising team in Australia and the eleventh highest fundraiser over all categories in Australia. This was a most extraordinary achievement and one which demonstrated so clearly the close connections the school has with its community and the high esteem in which the school is held by that community.

It was with a certain amount of relief we returned to the Concert Hall of the Sydney Opera House for the annual highlight of our school year: Presentation Day. This inspiring event recognises excellence in a range of achievements throughout the school year and is chaired on the day by the Senior Prefect Executives. Each year since 1961 every student in the school joins and gives voice to the chorus of Handel's Messiah, which once more rang out so strongly in the Concert Hall in 2013.

A personal highlight of 2013 was accompanying 65 HSC Aboriginal Studies course students and their teachers on a five day excursion to central Australia. Our community service in the red heart of Australia where we dug and prepared two paddocks of weed infested land for planting as a market garden was a life changing experience for us all. The warmth and genuine delight in our presence that we received from the Lilla Community humbled us all and made us all determined to continue our championship of indigenous studies to the broader community.

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

Mrs Susan M. Bridge, Principal

P & C and/or School Council message

The 2013 year provided great milestones and opportunities for Cheltenham Girls and the P&C. The year started well with a large number of parents continuing their P&C membership, swelled by enthusiastic new members including a number of parents with year seven students.

The P & C meetings allowed parents to gain immediate answers from executive staff and direct input to a number of decisions and guidelines the school was undertaking. This is one of the main goals of the P&C - to provide a forum for discussion and input into the school through parent representation. Cheltenham Girls continues to excel through important links between students, parents and teachers. Guest speakers at the meetings included students (who presented an amazing phone app for year 7 students) and staff, with wider community guest speakers including ETTT (rail) and NSW Police.

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

- Locations for swimming and athletics carnivals, the cross country and Presentation Day at the Opera House;
- Salary for three days of the GA (general assistant);
- Sound & lighting booth (Hall)
- refurbishment of Technology Kitchen;

- Over \$100,000.00 of insulation & air conditioning
- student lockers
- camcorders and a number of other items.

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

All the hard work of the groundsman and the General Assistant, supported by regular working bees throughout the year, have noticeably improved the school grounds. Bush regeneration areas support the diverse ecology of all our school's vegetation, framing the school playing fields and reinforcing the environmental credentials of the school grounds

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

I would like to thank all those parents, teachers and students who have supported me as P&C President 2013. 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 Deputy Principals Leigh Crangle & Suellen Lawrence, for their contributions at our meetings and for enabling parents to be so involved with the school. I would like to challenge all parents to instil the quality of charity in their children by donating the most precious commodity you possess and the one your children value most - YOUR TIME.

Mr Benjamin Mees, CGHS P&C President

Student Representative's message

It is safe to say that 2013 was a busy year for the SRC but more importantly a very meaningful year.

This year we gladly welcomed our new supervisors, Mrs Moore and Mrs Quan, who have helped to make all things possible. Spirit week for 2013 was once again a great success, when the whole school came together to raise money for charity, through many great activities such as Zumba and pizza parties.

The newly inducted SRC group in Term 2 brought fresh ideas, and so at the end of this term we kick-started our year with a "Winter Wonderland Day". Students enjoyed the excitement of coming to school in pyjamas, drinking hot chocolate, snacking on lolly-cups and watching a movie at lunch time. This day was not only successful, but incredibly enjoyable. All funds raised went towards the Autism Alliance.

A selection of students in the council were also called upon to consult on the colour-scheme for the new lockers being distributed across the school, we agreed that rainbow was only fitting.

The 40 Hour Famine occurred in the third term, where an overwhelming number of students volunteered their weekends to give up something they took for granted and raise money for those in need. Perhaps a highlight of the year, the 40 hour famine is always a rewarding experience for the students.

In Term 4, the SRC worked hard to organise Cheltenham Girls' very own version of the popular TV show "Spicks and Specks", where Mrs Taylor starred as our host, and 8 brave teachers stepped forward to test their musical knowledge. This event was lots of fun to organise and host, and the reception from the students was very encouraging.

During 2013 members of the SRC were given the opportunity to attend many leadership conferences such as the National Young Leaders Day and the Global Leadership Convention, to improve our communication and leadership skills.

All of what we achieved would not have been possible without the much appreciated assistance from Mrs Moore and Mrs Quan, the hard work and determination of all our SRC members, the support from the school and the loyal assistance of every Cheltenham Girl.

Zoe Argent, President, Student Representative Council

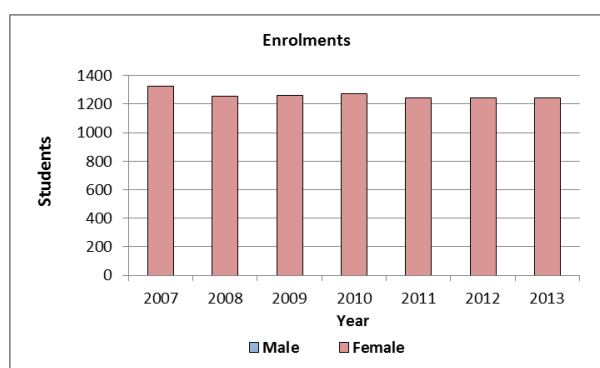
Student information

Enrolment numbers have been stable for well over a decade at circa 1200. In 2013 the school was among the largest single sex schools in the state with an enrolment of 1242. Approximately 68.9% of total enrolments in 2013 were from language backgrounds other than English.

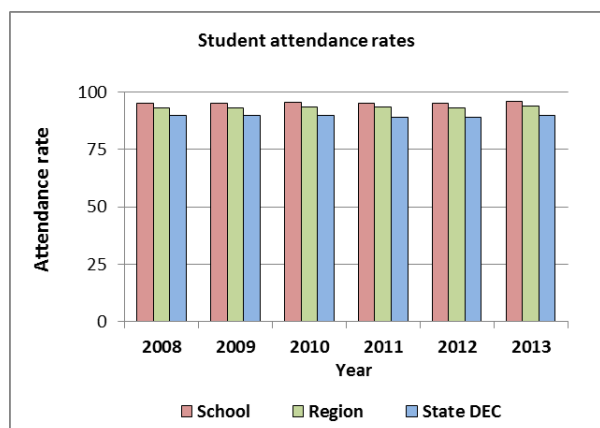
The school has a very high retention rate, well above the state and district patterns. This indicates a highly stable student population, which in turn allows for long term planning and development. There are waiting lists for both local and non-local applicants for enrolment in Years 7 - 12.

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

Student enrolment profile

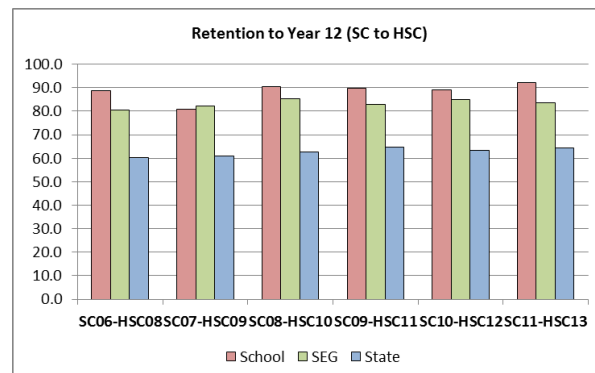


Student attendance profile



Management of non-attendance

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



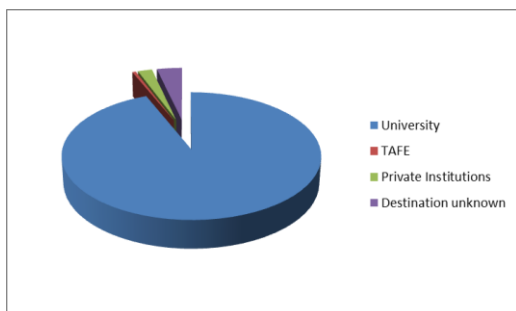
Post-school destinations

The University Admissions Centre (UAC) released the main round offers to schools in March 2014. Of the 204 students in the Year 12 2013 cohort, 189 students or 93% received a main round offer into a tertiary institution. The most popular institutions were University of New South Wales (40), University of Technology (39), Macquarie University (35), University of Sydney (27), University of Western Sydney (18) and Australian Catholic University (17). Students also gained an offer at The University of Notre Dame (3), University of Wollongong (1), University of Newcastle (1), William Blue College of Design (1), APM College of Business and Communication (1), Northern Sydney Institute of TAFE (1), International College of Management Sydney (1), Charles Stuart University (1) and Bedford College (1).

Year 12 students undertaking vocational or trade training

7% of Year 11 students and 15% of Year 12 students studied a vocational or trade training in 2013. 100% of students completed their VET course successfully. Ryde, Hornsby, Meadowbank, Bradfield and Ultimo TAFE and the Whitehouse Institution of Design were the providers. Three students participated in Stage 5 and 6 early commencement courses in either Year 9 and 10. The framework courses were Financial Services,

Business Services, Hospitality, Human Services, Retail Services and Tourism and Events. The non-framework courses were Hair and Beauty, Beauty Therapy, Animal Studies, Financial Services 1 unit, Baking, Children Services, Interior Decoration and Design Fundamentals.



Year 12 students attaining HSC or equivalent vocational educational qualification

100% of students completed their VET/HSC course successfully. The providers were Ryde, Hornsby, Meadowbank, Bradfield and Ultimo TAFE and the Whitehouse Institution of Design.

Workforce information

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

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	13
Classroom Teacher(s)	67
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	2
School Counsellor	1
School Administrative & Support Staff	13
Total	101

The 2013 Australian Education Regulation requires schools to report on the Aboriginal composition of their workforce.

There was 1% Aboriginal Torres Strait Islander representation in the staff in 2013.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	88
Postgraduate	13
NSW Institute of Teachers Accreditation	25

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	30/11/2013
Income	\$
Balance brought forward	940,250.35
Global funds	701,935.59
Tied funds	184,146.59
School & community sources	1,324,875.45
Interest	37,990.13
Trust receipts	332,664.95
Canteen	0.00
Total income	3,521,863.06
Expenditure	
Teaching & learning	
Key learning areas	278,393.90
Excursions	588,063.09
Extracurricular dissections	123,163.30
Library	31,779.36
Training & development	3,079.53
Tied funds	158,664.99
Casual relief teachers	165,582.36
Administration & office	405,782.56
School-operated canteen	0.00
Utilities	166,886.59
Maintenance	90,508.42
Trust accounts	306,475.25
Capital programs	175,112.53
Total expenditure	2,493,491.88
Balance carried forward	1,028,371.18

A full copy of the school's 2013 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.

School Performance 2013

Achievements

Sport

Each year, Cheltenham Girls' High School celebrates sporting achievement at the Annual Sports Assembly in Term 3. Awards were presented to over 150 students. This year our guest speaker was Jessica Palmer. Jessica is a female rugby league player who represented Australia at the 2013 Women's Rugby League World Cup. She spoke passionately about her experiences in sport and encouraged the girls to set goals and to strive to achieve them.

Students 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 first place at the Zone Swimming Carnival, Zone Cross Country and Zone Athletics. Consequently, Cheltenham was awarded the 2013 Zone Carnival Championship and was equal first for the Zone Point Score Shield with Riverside GHS. 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. Several 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 basketball, gymnastics, football, softball, tennis and trampolining. Three students were selected in CHS teams to compete at NSW All Schools in softball and tennis. Emily Read represented the NSW All Schools at the Australian All Schools Softball Championships. She was then selected in the Australian Schools Girls Softball team. This is the pinnacle of school sport in Australia. Emily was also awarded Most Valuable Player for the tournament.

Students were awarded Zone Blues in athletics, swimming and gymnastics. Two students were awarded Regional Blues for trampolining and softball. Two students were awarded CHS Blues for their commitment and performance in softball and trampolining. One student received the Pierre de Coubertin Award which recognises a student who demonstrates the Olympic ideals.

In 2013 Cheltenham had over 20 different representative teams across 11 different sports. Two knockout teams in the CHS Knockout competition, Open Tennis and Open Softball, were regional finalists which entitled them to go on to represent the region at the CHS Final Series. The Open Softball team played at the CHS Final Series for the sixth consecutive year.

The Aerobics team competed at both State and National level.

Students also participated in the Colour Run at Centennial Park and the Balmoral Ocean Swim for Cancer. A group of students also attended the World Cup Qualifier at ANZ Stadium between Australia and Iraq.

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 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.

Students in Years 9, 10 and 11 participated in Tuesday afternoon sport. Each class in Years 9 and 10 rotated through a variety of sports during the year, both on and off school campus and had

access to professional coaches. Sports included gymnastics, yoga, indoor soccer, aerobics, cycle class, basketball, tennis and badminton. Year 11 selected their sports for Terms 1-3 as did Years 9 and 10 in Term 4.

This year also saw the introduction of the Targeted Sports Program. The sports on offer were aerobics, netball and football. The Years 9-12 Program was conducted on a Tuesday afternoon sport. The Years 7 and 8 Program was conducted outside of school hours.

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

The Sports Council continued to support the school sport's program. They developed leadership skills throughout the year and started the year by painting new house banners. They helped with weekly sport, school carnivals and weekly assemblies. They also ran a number of activities including a lunchtime sports competition for Years 7 and 8, a netball match between Epping Boys and Cheltenham Girls and they organised McGrath Pink Stumps Day, during which they raised money for breast cancer, by holding a mufti day, selling pink lollies and running a staff v student cricket match. They also led Year 7 in house cheers at the Swimming Carnival.



Debating and Public Speaking

The debaters and public speakers of Cheltenham Girls High School attracted great success in 2013. The students were involved in numerous competitions throughout the year as their skills continue to develop. The Year 12 Hume Barbour Competition for the Premier's Debating Challenge saw our team compete for a place in the State Final this year. The Year 11 and Year 10 teams reached the Regional Finalist level. The students received intensive training from the Master's Academy for Debating as well as their workshop days at Macquarie University. Cheltenham won the Regional Final of the NAIDOC (National Aborigines and Islanders Day Observance Committee) Debating Challenge and competed in the State Final held in November.



Public Speaking prowess saw Alison Bejma compete in the State Final with five other students from around the State for the Plain English Speaking Award. Cocab Azizi won the National competition for the Speakersbank Public Speaking Prize and Cheltenham Girls' High was represented in the Legacy Junior Public Speaking Award for 2013. A busy and rewarding year for these worthwhile school activities.

Mrs R Fowell

Debating and Public Speaking Coordinator



Mathematics Competition

In 2013, 224 students competed in the Australian Mathematics Competition with 1 receiving a High Distinction, 334 students receiving Distinction Certificates and 106 Credits. Year 9 students participated in the Australian Statistics Poster Competition. Twenty three students from Year 7 to 9 also competed in the Maths Challenge competition, with 11 students receiving Credits.

Science Competition

The candidature for the ICAS Science Competition was 160 where 6% of students achieved Distinction level and 36% achieved Credit level.

The candidature for the Chemistry Quiz was 16, where 6 % achieved High Distinctions and 6 % achieved Distinctions.

ESSA

The candidature for the 2013 Year 8 Essential Secondary Science Assessment (ESSA) was 207. Results achieved for Science overall were: (State results in brackets)

Achievement level 6: 15.5% (5.5%);

Achievement level 5: 44.0% (22.0%);

Achievement level 4 or better was achieved by 92% of the students (61%).

These results show strong school performance compared to the State and improved performance compared to 2012, especially in level 6.

Co-curricular Activities

In 2013 23 students took advantage of the IRIS (Independent Research in Science) enrichment program, managed and run by the Science Faculty.

Other enrichment and extension opportunities included: Year 7 excursion to Taronga Zoo, Surfing Scientist visits for Years 8 and 10, Year 11 Biology excursion to Homebush Bay, Year 12 Chemistry Kickstart excursion, Year 12 Physics excursion to the Mt Piper power station, Year 12 Earth and Environmental Science excursion to a local ecosystem, Year 12 Senior Science excursion to the Museum of Human Disease and whole school activities celebrating Science during Science Week.

Academic achievements

NAPLAN

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

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

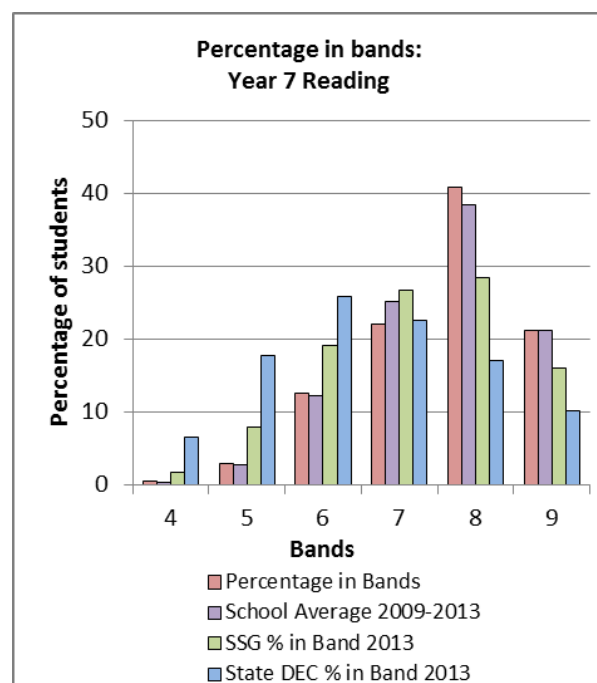
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7).

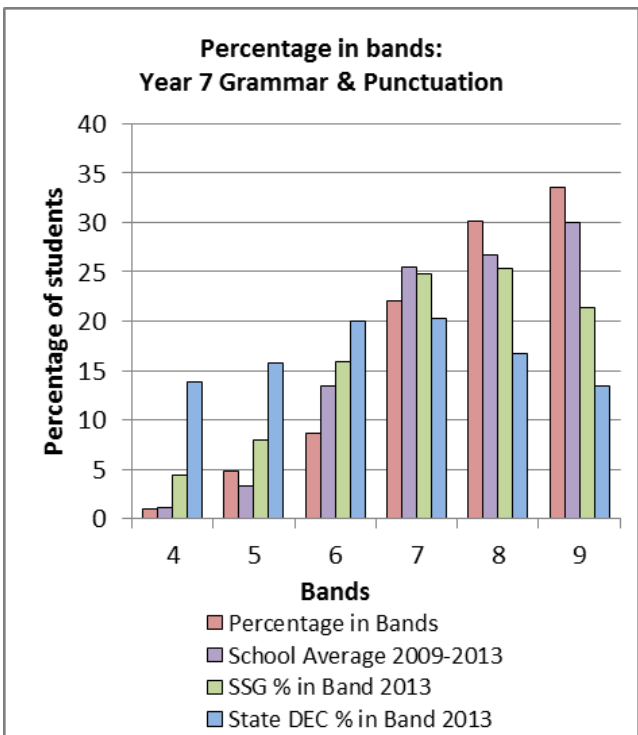
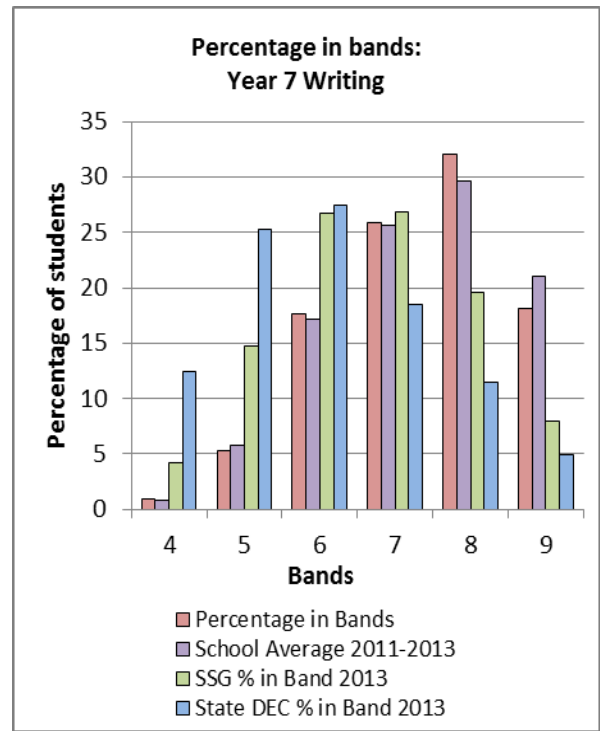
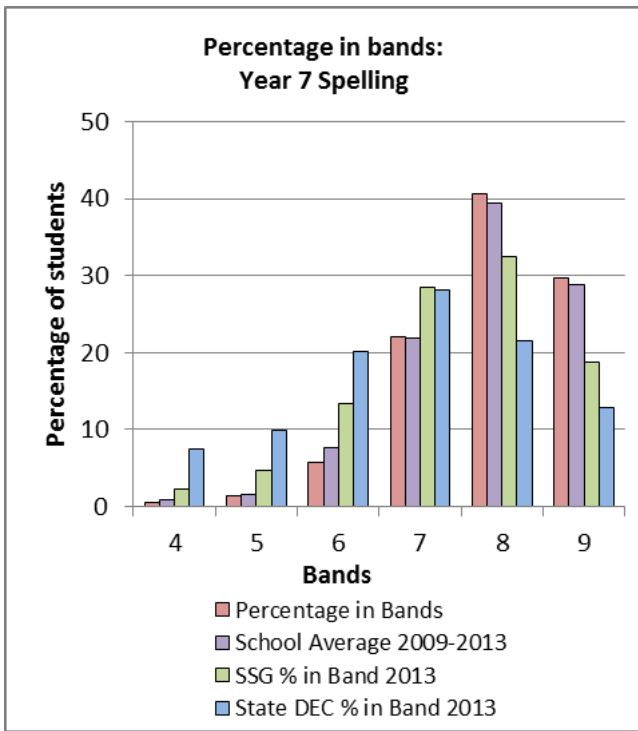
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9).

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

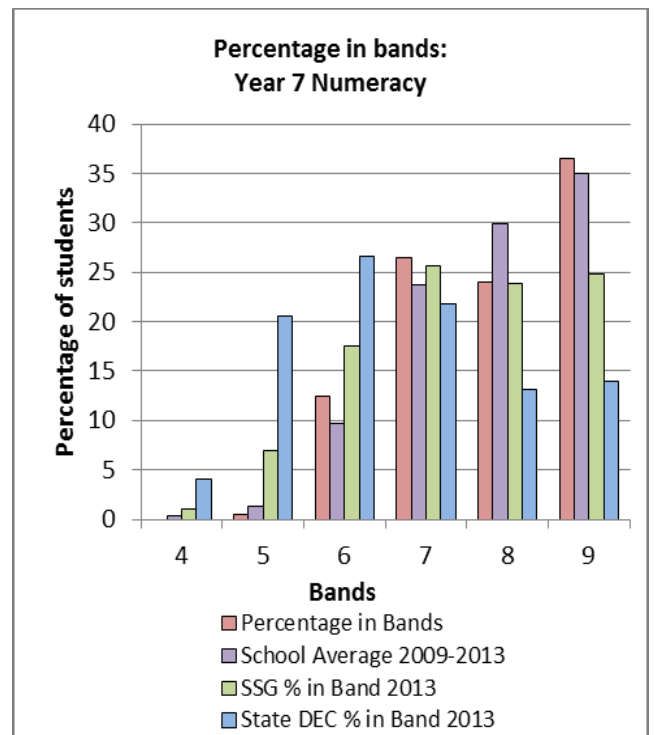
Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

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

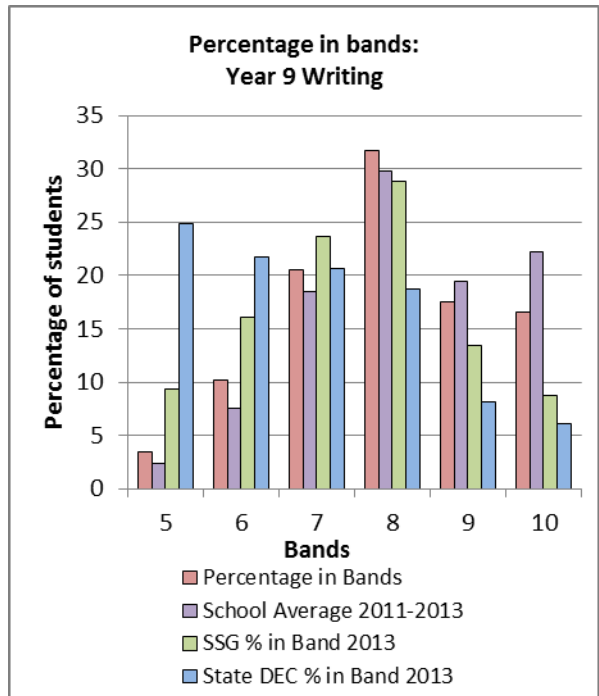
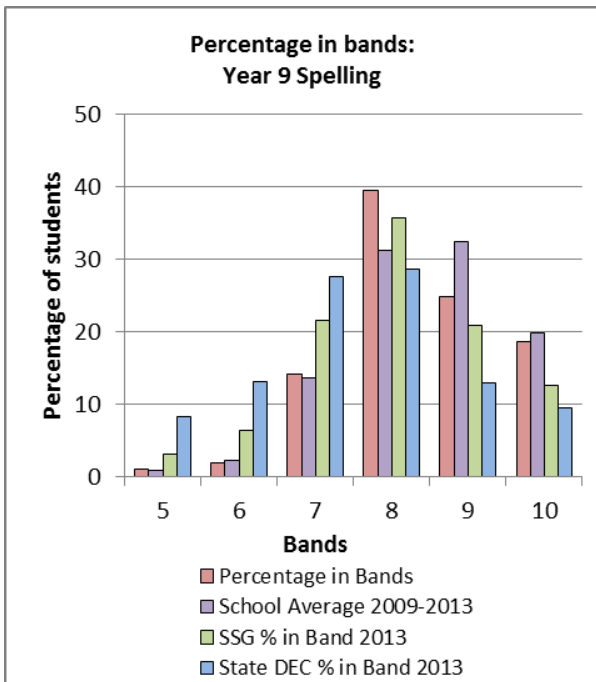
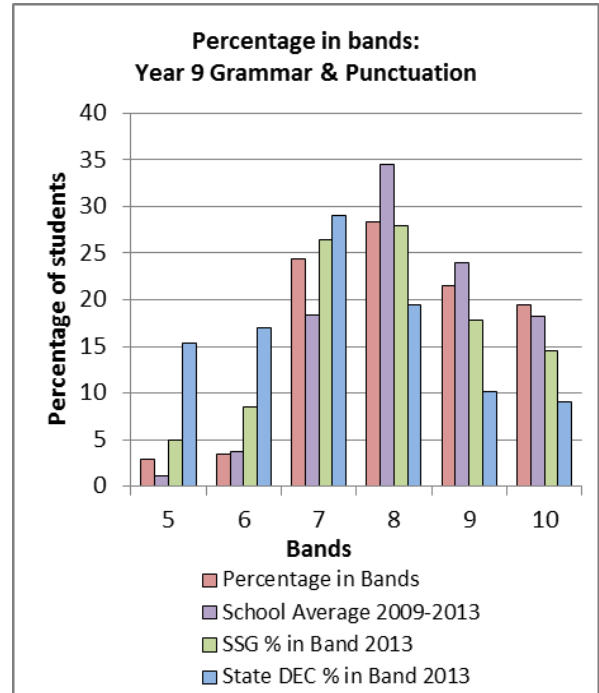
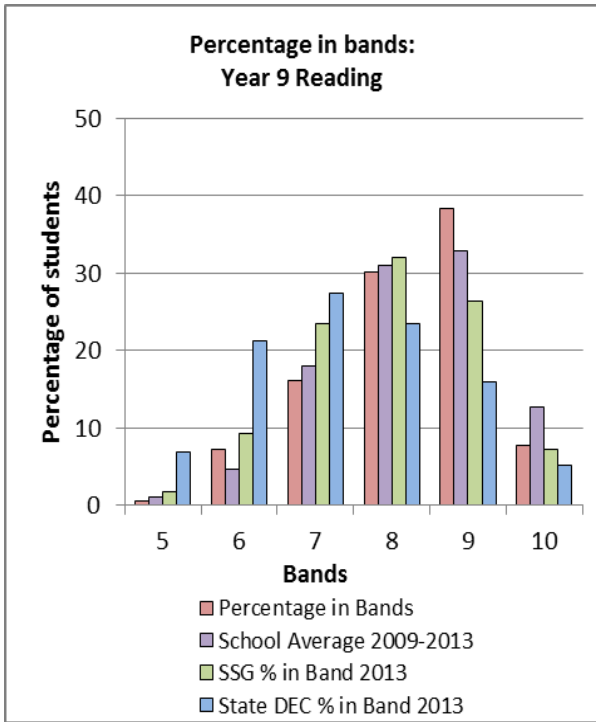




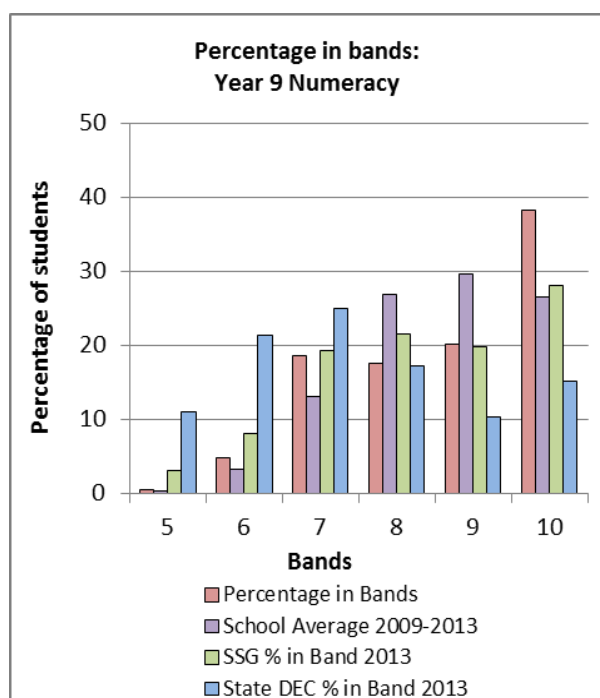
NAPLAN Year 7 - Numeracy



NAPLAN Year 9 - Literacy

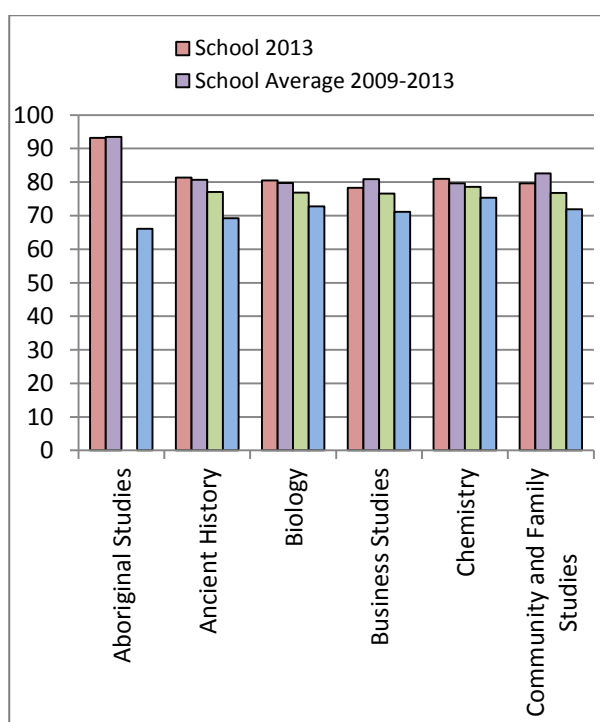


NAPLAN Year 9 - Numeracy



Higher School Certificate (HSC)

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



The 2013 candidates for **HSC Aboriginal Studies** performed significantly above the state average, with all candidates scoring Band 6 results. Their average result was 27 marks above the state average. The school average has remained consistently above that of the state from 2009-2013. Students were placed first, third, fourth and fifth in the state merit list for this subject.

In 2013 **Ancient History** results were above both state (by 11 marks) and similar school group (4 marks). The school average has remained consistently higher than same school groups from 2009 to 2013 and the 2013 results were slightly higher than previous school average results. Twice as many students were placed in Band 6 and Band 5 than the state average. Seventy one per cent of candidates scored results in Bands 6 and 5.

Results in **HSC Modern History** in 2013 were slightly above the state average, the same school group average and the average results for the school from 2009-13. Students scoring Band 6 results equalled state data, while twice the state results were scored in Band 5 (total Band 5 and Band 6 =75% of candidates compared to state results of 47%).

The average in the **Extension History** course in 2013 was slightly below that of state and previous school average results. There was no comparative data supplied for same school groupings. In a candidature of 10 students, 1 student was placed in Band E4 and 60% of students were in the top two bands.

The total candidature for all **Science courses** in 2013 was 186, a decrease of 16 from 2012. 14% of candidates achieved Band 6, the same as in 2012. 45% of candidates achieved Band 5, an increase of 9% on 2012. Biology and Chemistry attracted the most number of candidates.

On a per-course basis, the HSC results for 2013 were (state averages in brackets):
Biology: Band 6: 10.8% (6.6%); Band 5: 45.9% (26.3%)

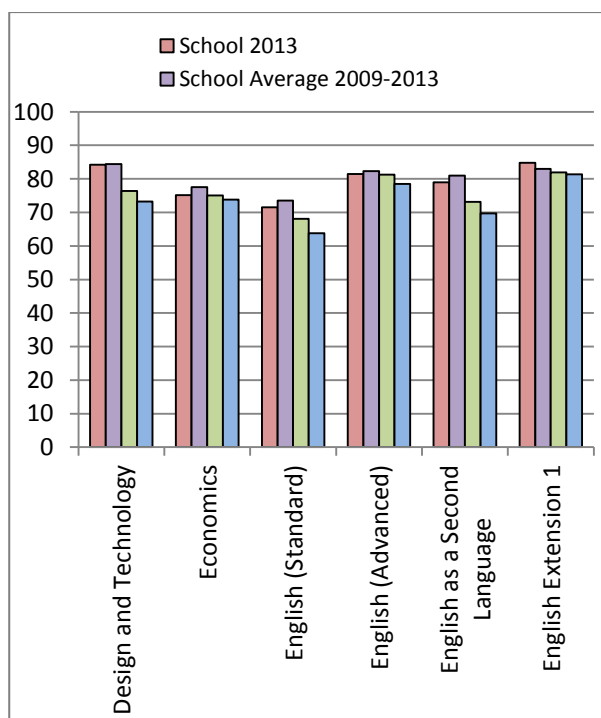
Chemistry: Band 6: 11.1% (12.1%); Band 5: 44.4% (29.6%)

Earth and Environmental Science: Band 6: 0% (7.6%); Band 5: 75% (29.8%)

Physics: Band 6: 11.5% (9.2%); Band 5: 46.2% (24.1%)

Senior Science: Band 6: 70.0% (9.2%); Band 5: 20.0% (29.6%)

All courses showed strong performances in comparison to the state averages.



The **English** results in 2013 were quite steady, notably the sustained Band 6 achievement in the Standard English for the second year running. All Extension 1 and 2 students scored in the E3 and E4 Band. The Extension 2 average has increased gradually over the past four years. Students continue to excel in English Advanced, with large growth noted in students achieving Band 5 (61% of candidates). Similar growth has resulted in English as a Second Language with 55% of candidates achieving Band 5 results.

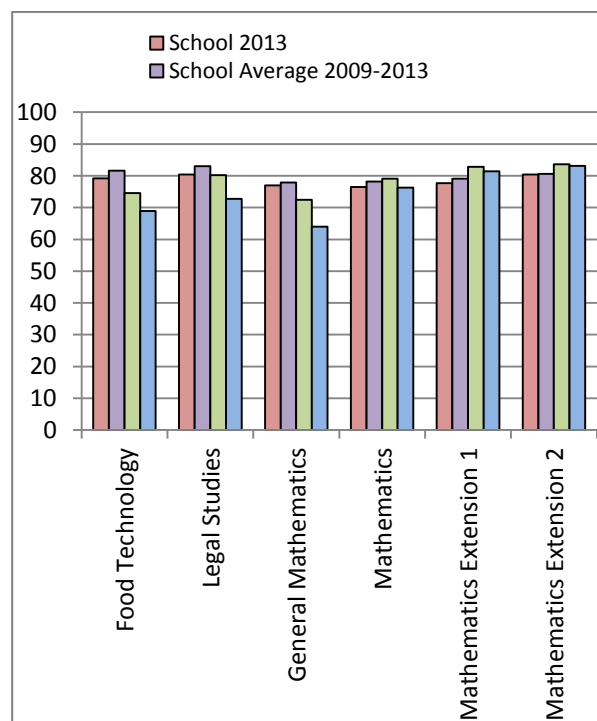
Band 5 results in both Advanced and Standard courses were both significantly above the state average. In a section by section analysis of English Standard and Advanced Exams, students have consistently achieved results above state average in each section.

In **Business Studies** 38 candidates completed examination in 2013. Students in Business Studies gained results above state average in Band 6 (16% compared to 8%). A further 32% of

candidates achieved Band 5 results (State = 27%). Band 5 and 6 results were higher than the 2012 cohort. 87% of candidates achieved Band 4-6 results (State = 65%). For the first time since 2004 one Business Studies candidate was placed in the lowest achievement band.

41 candidates completed the **Economics** examination in 2013. No Economics student achieved a Band 6 in 2013. Band 5 results however, were much higher than the state average (46% compared to 30%), which was higher than the 2012 cohort results. Sixty six per cent of candidates achieved Band 4-6 results (State = 68%). Additionally 5 Economics candidates were placed in the lowest two achievement bands.

42 candidates completed the **Legal Studies** examination in 2013. Students in Legal Studies gained results significantly higher than state average in both Bands 6 (19% compared to 12%) and Band 5 (38% compared to 31%). Eighty eight per cent of candidates achieved Band 4-6 results (State = 70%). Additionally 2 Legal Studies candidates were placed in the lowest two achievement bands.



The trend for **General Mathematics** students to score above state average has continued with 28% receiving a Band 6. In **Mathematics** 6% of students received a Band 6. Twenty one per cent

of **Extension 1** students receive an E4 Band with a further 50% receiving an E3. **Extension 2 Mathematics** students performed comparably with 96% receiving either an E4 or E3. The school's results again indicate a consistent performance from year to year.

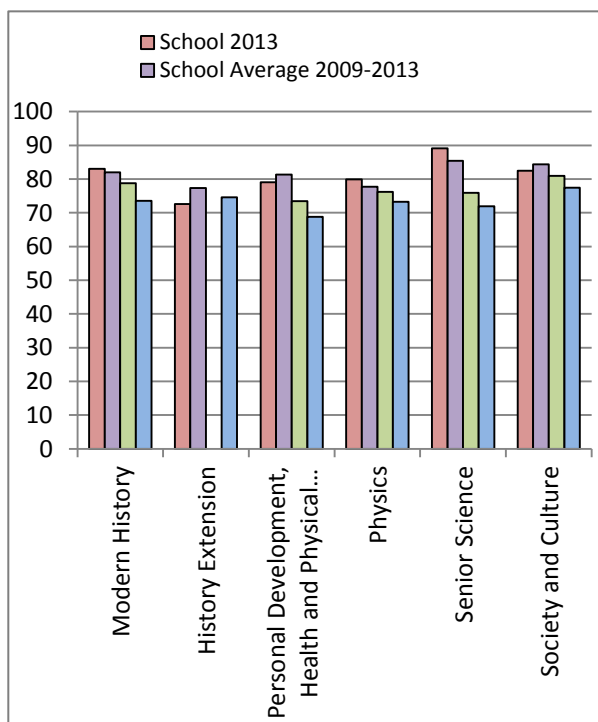
Data in these subjects is limited due to the small candidature in each cohort, which also distorts the statistical information. Although we lack a School to State comparison, Smart and Rap data show positive trends.

In **Music 1** the school average was 89% which was significantly higher than the DEC State average of 78.7%.

In **Music 2** the school average was 92.2, which was 5 points above the DEC State Average of 86.4

In **Music Extension** there was a 7 point difference between school and state, but it needs to be noted that this is one student.

When examining value added data in Music 1, 2 out of 3 students received Band 6 and 1 out of 3 students gained a Band 5. In Music 2, 3 out of 5 students gained a Band 6 and 2 out of 5 students received a Band 5.



In Music Extension, with only 1 student, who scored 100%, we recorded 7.62 value added score.

A school analysis of student / school performance indicates that ALL students in Music 1 received their highest mark in this course. In Music 2, 4 out of the 5 had their highest mark, with one having their second highest.

Society and Culture

School average results in this course in 2013 were 5 points above the state average, and slightly above the average results for same school group. They were 1 point lower than the 2009-13 average for the school. Sixty four per cent of students were placed in Bands 5 and 6 (state data= 47%, Bands 5 and 6) and results in Band 5 and 6 were above state results.

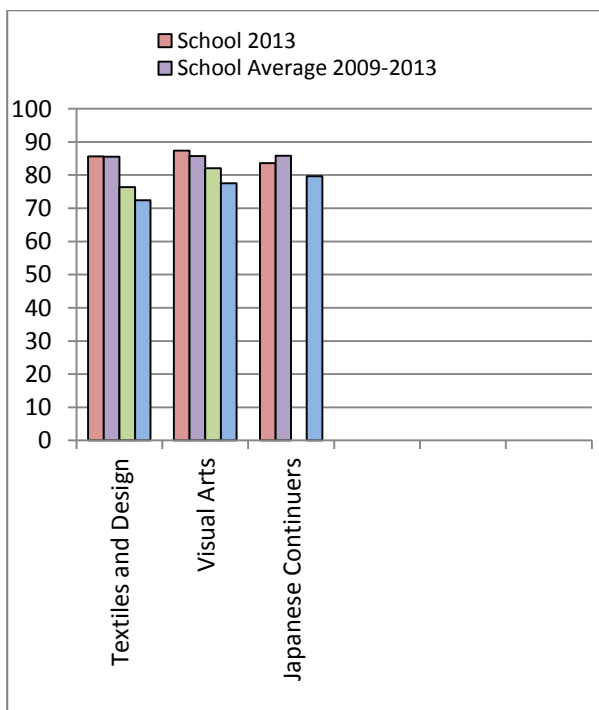
Nineteen students sat for the HSC **Japanese Continuers** examination.

Results show a saturation point around Band 5 with our cohort. Fifteen students (78.94%) scored Band 5 which was considerably higher than the state average at 41.08%. Of interest, four students scored an examination mark of 89 (3) and 88 (1) suggesting that they were very close to a Band 6.

Of the two students who scored Band 6 (10.52%), data indicated the cohort was below the state mean of 13.54%, whilst two students scored Band 4 (10.52%).

Overall, the 2013 results were slightly lower (83.6) on performance when compared to prior CGHS results for 2009-2013 with a mean of 85.8. Nevertheless, the 2013 result is still well above the state result of 79.7 for this course.

There were 9 students who did **Japanese Extension**. Three of these (33%) achieved Band 4, which was the same as the state average. The remaining 6 students achieved Band 3, 100% of our students scored in Bands 3 and 4 while 90% of students in the state scored in Band 3 and 4.



The **Textile and Design** results this year once again saw students performing well above the state average with 7 candidates scoring Band 6 results. Most students were placed in the top bands for this subject. One student's outstanding piece was selected for the Textstyle Exhibition to be on display around NSW.

Design and Technology candidates performed well above the state average and remained on par with the school average over the past three years. All candidates scored in the top bands with Tess Tavener-Hanks gaining a Band 6. Her work is currently being exhibited at DesignTech at the Powerhouse. Seventy two per cent of students scored a Band 5.

Food Technology candidates have once again performed exceptionally, placing them well above the state average. Thirty two students completed the Food Technology course with 18% of students scoring Band 6 and 28% also scoring Band 5. The school average has remained stable over the past three years.

In 2013 a smaller cohort of 26 students sat the **Visual Arts** HSC exam. The performance of these students, as indicated in the graphs, was pleasing with a school mean of 87.4, which was .1 above the previous year (2012) and 1.8 above the school average since 2009. The average mean score was 11 above state average and 15 above DEC schools.

Of the 26 students, 38.5% (10 students) received Band 6 compared to a state statistic of 7.5% in Band 6. 57.9% (15 students) received Band 5 compared to 33.2% of the state. 3.8% (1 student) received Band 4 compared to 43% of the state.

The value added was best represented in the mid bands, with high value adding in both Bands 4 and 5. Band 6 is statistically good with a 6.48 value added score.

Our in school comparison is lower than in previous years with a negative score of -.03. Our individual student analysis on performance within school still looks extremely positive for Visual Art. Of the 26 students, 5 had their highest result in Visual Arts, 19 had their equal highest result and 2 had their 2nd highest result.

The analysis of the component report still indicates a strong upward trend in results in the Historical / Critical component of the course and in the Practical Traditional Modes. Results in Digital Practical are not keeping the same upward pace and this has been addressed with 2014 Teacher / Learning Goals.

Other achievements

HSC Major Works

Visual Arts

Visual Arts continued its ongoing high standard in 2013, especially in the senior years. Again we had students preselected for the Art Express exhibition and of these five, four students were selected for inclusion in exhibitions across the state. These were:

Adrienne Crafford- The Armory, Sydney Olympic Park,
 Emilie Glasson- State Regional Exhibition,
 Rachel Power - The Armory, Sydney Olympic Park
 Subha Trehan- The Armory, Sydney Olympic Park.

In the junior school we continued to participate in state and regional exhibitions, with students achieving success in both Operation Art and the Epping Fair.

Our annual exhibition held in August was a huge success with extended viewing hours across the three days. Parents, teachers, students and members of the public once again enjoyed a display of exceptional standard, not only the Year 12 Bodies of Work, but also works from Year 11

and the different elective strand, Photographic and Digital Media and Design.



Performing Arts 2013

The Performing Arts at Cheltenham Girls High continue to provide opportunities for our girls to develop and use their many talents. The Higher School Certificate results were outstanding, with Year 12 student Rachel Horwood being nominated for Encore, the state's showcase of top achieving students, for her HSC flute performance.

Our Orchestra began the year well, being selected to perform in the Arts North Festival held in Chatswood.

Our Ensembles rehearse each week preparing for our school showcases, which were held in Terms 2 and 3. These evenings were extremely well attended and parents and fellow students had the opportunity to hear and see the wonderful work that results from the hard work of students and staff. In 2013, as well as Senior and Junior Choir, Orchestra and Concert Band, we had a performance from our newly formed Rock Band. A new cross curricular partnership between elective Music and Dance was also showcased. Students from both classes in Years 9 and 10 worked together to compose, choreograph and perform a themed presentation. Another highlight of these evenings is the performances, by Year 12 students, of their HSC performance pieces.

Our students continue to be selected as members of various NSW Performing Ensembles. These girls attend weekly rehearsals and represent NSW

DEC at high profile local and national events. The Ensembles included the NSW Public Schools Millennium Marching Band, Schools Symphonic Wind Orchestra, Symphonic Wind Ensemble and Junior Singers. Girls were also successful in being selected as members of the State Drama Ensemble.

Students were also selected for the NSW Junior and Senior Drama Ensembles and the CGHS Drama Ensemble, made up of Year 8 students, was selected to perform at Arts North Drama Eisteddfod at NIDA.

Presentation Day 2013 saw the return to our regular venue, the Sydney Opera House. Our wonderful whole school choral performances of the Hallelujah Chorus and Tintinnabulum were supported by performances by our Junior and Senior Choirs, Orchestra and Concert Band. The achievement of our Music staff and students continues to underpin the success of this very important day.

Design and Technology

In 2013, Harini Dissanyake was nominated for Design Tech with her arthritic gardening tool. Tess Tavener-Hanks major design project was selected for DesignTech. The exhibition begins at the Powerhouse museum on 21st February 2014 and closes on 18th May 2014. Tess designed an innovative garment constructed from UV reactive acrylic specifically for inclusion at the Sydney VIVID light festival.



Textiles and Design

Rosie Fell gained selection in the TEXTSTYLE Exhibition for HSC Major Textile Projects held at Rosehill Gardens Racecourse March 6 – 9, 2014.



Aboriginal Studies

Congratulations go to Ella Roos and Sophie Inwood of Year 11, who had their Aboriginal Studies Stage 6 projects selected for exhibition as part of the permanent digital collection of the State Library of NSW. The projects demonstrated a thorough investigation of the selected topic and the capacity to engage with the community for the purpose of consultation.

Project Based Learning

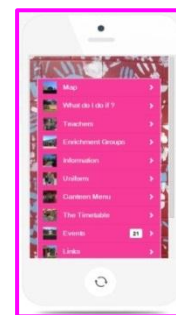
During 2013 Year 9 students volunteered to be a part of the Project Based Learning module. Student in these groups are engaged in real world problems that require them to develop and refine skills essential in the 21st Century. Skills developed and refined include communication, teamwork, digital citizenship, creativity, critical thinking and problem solving. Students become multi literate in a variety of new and challenging communication technologies. This is a self-directed learning module, enabling students to develop their research and investigation skills.

Throughout 2013 groups researched very different and unique topics. Students presented project in a variety of mediums. This included documentaries, movies and verbal presentations. All groups present their project to their year group and teachers as part of the appraisal process.

In Semester 2 one group of Year 9 students designed and developed a school app for Smart

phones and tablets. This app is designed to assist students and parents with the transition into Cheltenham Girls High School. The Year 9 students researched the topics for inclusion in the app by visiting the local primary school and surveying and talking to Year 6 students, visiting the current Year 7 classes and asking them about their transition into the school. The information in the app is based on the wants and needs of the students:

Moving around the school,
School floor plan and map,
Teachers in different faculties,
Enrichment groups,
Uniform information,
Canteen information,
Understanding the timetable,
School events,
Question and answers,
Links to various useful sites.



The app is available to be downloaded free from the Googleplay and iTunes store.

Significant programs and initiatives

Aboriginal education

In 2013 Aboriginal Studies students engaged in and achieved across a broad spectrum of school, community, academic and social engagements and successes. The results of the 2012 HSC in Aboriginal Studies were celebrated with Allie Graham being awarded a Premier's Award for her achievement and the AECG prize for first in the state at the HSC at an awards dinner. Her acknowledgement speech was well received and publicised on the Aboriginal Studies Association website.



Alexandra also shared her achievements with HSC candidates at the 2013 HSC study day. Following in her footsteps, Chloe Fisher achieved first in the state in the 2013 HSC Aboriginal Studies course and a Premier's Award for this achievement.

In 2013 Year 9, 10 and 11 Aboriginal Studies students undertook a week long field trip to Central Australia, commencing at Uluru, staying with members of the Luritja community at Lilla and completing the trip at Alice Springs.



They engaged in cultural learning, gained knowledge of Country and its importance to Aboriginal peoples, undertook treks at Uluru and Kings Canyon and community service work at Wanmarra. This was directly linked to and enhanced their work on Aboriginality and the Land, Heritage and Identity, community consultation, research and inquiry and Social Justice and Human Rights in both preliminary and HSC course work.

Student groups also attended the Charles Perkins Oration (University of Sydney), Gough Whitlam Institute Oration 2013 presented by Noel Pearson, West Head field trip with Uncle Les and our Project officer Dave Lardner and were also the audience for the school visit by the NSW Minister of Aboriginal Affairs, Victor Dominello.

Social Justice



The Social Justice group continues to thrive and be integral to the overall culture of the school. Students from Years 7 - 11 initiate and participate in awareness building and fundraising campaigns, both at school and regional level. The group also helps foster leadership skills especially in the junior years.

Our first big fundraiser of the year was 'Helping Hands', where friendship bracelets were sold to raise money for the Cerebral Palsy Alliance, in particular the purchase of assistance equipment for local children. In our charter, social justice aims to address issues at 3 levels- local, national, and international. The Cerebral Palsy campaign was initiated by Hanaa Cader in Year 8, whose brother has Cerebral Palsy.

Our national campaign, in Term 2 was initiated by an ex student who spoke to the group about Wilcannia Central School and some of the challenges it faces. The teachers at the school requested a campaign for money to purchase shoes for their disadvantaged students and the "Shoes for Wilcannia" Gala Day was born. Teacher shoe guessing games, thong throwing competitions, sock mufti day and, especially popular, the cake decorating competition, all helped raise over \$1200 for Wilcannia Central School. The school was also a recipient of collected sporting equipment and other educational materials.



Our 3rd annual Justfest competition, (Short film and Drama competition), had the theme of Shelter, and films were of a higher standard than in previous years. Year 10 student Johanna Lum won Justfest with her whimsical animation. All money raised went to 'Hazari Women of Australia' to help fund education shelters for Girls in Kabul. Founder of the group, herself a refugee,

Najeeba Wazifadost visited the school for a day and led some highly inspirational sessions with our social justice group as well as International Studies and Society and Culture students.

Najeeba's message that "education is the key" for women's freedom and equality was reinforced repeatedly throughout the year. When Malala Yousafzai was nominated for the Nobel Peace prize ABC current affairs visited the school, recorded our meeting and interview Year 11 Social Justice students. It was also a recurring and resounding theme at many of the forums and events attended throughout the year by our students, including our very own Taracoonee leadership camp.

Rowena Gibbs
Social Justice Coordinator

Green Team

Our first major project was CGHS Pinkies Café Reusable Coffee Cups. It was for the World Environmental Day theme of 2013, Think Eat Save. The cups were sold for \$6 each and every \$1 went to the World Wildlife Fund.

Our second major project was the Recycled Trashion Show. The entries were all made out of recycled materials. Also, the students had the chance to make newspaper dresses for their Year Advisors. The Show's funds all went to replace the old lights with more energy efficient ones. There was a lot of anticipation for the Trashion Show with Cheltenham KU preschoolers coming to watch, along with Cheltenham girls. After months of planning, the show was very successful and we were able to raise almost \$1000.



In Term 4, we commenced the second year of Eco Mentor, where we visit the Cheltenham KU preschool during lunchtime and teach them about being environmentally friendly. This project was very popular with both preschoolers and Green Team members.

The Green Team participated in Clean Up Australia Day with Epping Heights Primary school, attended the Earth Hour forum breakfast and Lane Cover River catchment leadership day at St. Ignatius' College Riverview, Youth Eco Forum at Taronga Zoo, Youth Eco Summit at Newington Armory and held a Green Team working bee.

Finally, we began a project to clean up and beautify the nature garden on The Crescent side of the school. We have cleaned up the pond and are waiting on a few more excavations and plantings before filling the pond with water and restoring it to its former beauty. We hope to have plenty of frogs rather than toads return to the pond.

Overall, with many of our major projects launched in 2013, this year has definitely been a very active and fulfilling one. All of the Green Team members and both Mrs McEvoy and Ms McManus look forward to next year.

National Schools Chaplaincy Program

In 2013, 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 was employed two days per week under this funding and local church communities fund the remaining 3 days per week. Towards the end of 2013 our Youth Worker moved interstate and the school is currently in the process of securing a new Youth Worker to begin in 2014.

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.

Learning Support Team

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

The LST consists of its core members, but it is a whole school program that requires the input of all teachers. The LST's core members include the Head Teacher Learning Support, Deputy Principal, Head Teacher Welfare, Careers Advisor, Counsellors and the Learning and Support Teacher (LAST).

Teachers are able to notify the LST of students who may have a learning difficulty, poor literacy or numeracy, lack focus in class or are not organised, through the use of the electronic learning support referral. This referral is then discussed at the LST meeting and strategies are implemented to assist the teacher and student to work together to meet the learning needs of the student.

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

- Learning profiles and student adjustment sheets – these are distributed at the start of the year to all of the teachers who have students in their class who will require extra assistance. The documents contain background information on the students learning difficulty and recommended strategies that the teacher can use to help the student reach their potential.
- Reading group – students are selected to participate in the reading group during roll call each morning. They receive extra tutoring to improve their literacy skills, including, reading, comprehension and spelling.
- In class support – some students are allocated the support of the LAST or School Learning Support Officer (SLSO) to help them in class.
- Personalised Learning Plans (PLP's) – some students are legally required to have PLP's compiled annually. This requires collaboration with the student, caregivers and teachers to provide the best learning environment for the student.

- Disability Provisions – students may require some provisions to assist them in completing exams so their application is compiled for them. These provisions include separate supervision, extra time, rest breaks and the provision of a reader and/or writer.
- TAFE – occasionally some students become disengaged in school and are provided with the opportunity to attend TAFE to find a course that interests and engages them. Examples of the Stage 5 TAFE courses that some of our students have attended include Baking, Beauty Therapy and Hair and Beauty.

All of these strategies/initiatives combine to value add to our HSC and NAPLAN results and give assistance to those students who might not otherwise be able to cope with the demands of high school.

Cloud 9

Cloud 9 is a student welfare and well-being group that focuses on positive mental health. The group's mission is to support students through everyday challenges and provide strategies to cope and deal with daily life pressures. It aims to provide a safe environment free of bullying, ensure every individual is valued, develop positive psychology and address mental health issues. Some of the events Cloud 9 ran in 2013 included R U OK? Day, which was Cloud 9's big annual event. It included lunchtime stalls with free face painting, face biscuit making, ice cream sodas and positive post it note messages. This day gave people the opportunity to ask each other if they were ok and promoted school culture and unity. A cupcake fundraiser and free hugs day was held where money went to the Inspire Foundation, which supports the Reachout Kid's Helpline. In Term 4 Cloud 9 showed a screening of the "Happy" movie which raises awareness of wider community and world perspectives on what makes people happy. Cloud 9 also enjoyed giving out cupcakes to Year 12 students when they finished their exams and putting up positive messages outside the hall.

Welfare Programs

The overall care and welfare of the girls at Cheltenham is of utmost importance and is the priority of all members of the Welfare Team. In all facets of student life at Cheltenham, the Welfare Team has instigated numerous programs that implement early intervention and preventative measures. The strong stance on bullying is delivered to students through programs such as 'Brainstorm Productions', Year 7 Respect Day, Police liaison talks, Peer Support and peer mediation. These programs enable students, throughout the year, to have a means of speaking out and reporting instances of bullying, which are then dealt with in a prompt and appropriate manner.

Developing positive relationships, working as teams and challenging students have been facilitated through the various camps. The Year 7 camp provides a wonderful opportunity to build on new friendships and unite as a year. The Year 9 camp enables students to challenge themselves in a range of activities, which helps them set goals as they move into the senior years. A new group, 'Cloud 9', was formed this year as part of the ongoing support that the Welfare Team develops and fosters. Its aim is engender more positive relationships within the school.

We have continued to foster the development of new skills for students in Year 10, through the Barista course. Their work at both the Staff Common Room and at Pinkies Café will assist them in acquiring out of school employment.

The High Resolves program has run for the past 5 years and will run again in 2014. It has proved popular with the students allowing them to examine and develop their leadership skills through meaningful projects. The Year 10 girls examined the objectification of women in the media, which provided some thought provoking insight into how women are perceived and portrayed in various mediums, such as advertising, television etc. The Year 9 students took on a very sensitive topic: Domestic Violence.

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 the Green Team, was held in July 2013 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 to develop and extend their leadership capabilities and enjoy the opportunity to share this time together.

Fundraising

In 2013 Cheltenham Girls' High School supported the following charities through a variety of student organised fund-raising events including: Hamlin Fistula Australia, Circus Quirkus, Stewart House, World Vision, 40 Hour Famine, TEAR Australia, Cancer Council of NSW, Make a Wish Foundation, Butterfly Foundation, Alzheimer's Australia, McGrath Foundation, Cerebral Palsy Alliance, Doggie Rescue, Cancer Patients Foundation, Royal Institute for Deaf and Blind Children, Inspire Foundation, Muslims Without Borders, Guide Dogs NSW / ACT, Autism Association, UNICEF, White Ribbon Australia, Wilcannia Central School and the Leukaemia Foundation.

Of particular note was the fundraising for the Leukemia Foundation's Shave for a Cure, with 25 students having their heads shaved and many other students and staff colouring their hair. Cheltenham Girls' High School raised an incredible \$53,000 which was the 3rd highest in NSW and 11th highest in Australia.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

In 2013 the executive staff reviewed the Teacher Appraisal Review Schedule (TARS) and the Executive Appraisal Review (EARS) processes and documentation mechanisms. The result has been that each of the components required for TARS and EARS have now been linked to the National Teaching Standards in preparation for

accreditation processes in 2014 and onwards. This also informed the formalising of teachers' professional learning plans so that specific professional development targets can be supported into 2014

School planning 2012—2014: progress in 2013

School priority 1

Differentiated Learning

Outcomes from 2012–2014

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.
- Increased differentiation via classroom practice and learning experiences.

Strategies to achieve these targets include:

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

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 continue to demonstrate increased value adding in literacy and numeracy.
- Increase in students achieving Band 9 in Year 7, and Bands 8 and 9 in Year 9 NAPLAN Numeracy results.
- Increased distribution and professional development for use of iPads in classroom practice.

School priority 2

Leadership Capacity

Outcomes from 2012–2014

2013 Targets to achieve this outcome include:

- Implementation of National Curriculum is shared between our 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:

- KLA's 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 and RAP data and implement findings.

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 across the school.

Professional learning

In 2013 teachers in English, Mathematics, Science and History undertook considerable professional development for the preparation and implementation of the National Curriculum in 2014. With the 2013 implementation of the Every Student Every School Policy, further professional development was delivered in differentiation for learning support students and those with Disability Provisions. All teachers have undertaken professional development to build their teaching and leadership capacities in curriculum areas and many of these hours have

been logged for accreditation for our new scheme teachers.

Parent/caregiver, student and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school reporting systems.

The survey was administered to parents of students in Years 8 - 12 in both a hard copy and online form. The survey requested information about the quality and usefulness of the current reporting system used in the school. The responses indicated that the vast majority of parents were very happy with the current reporting systems and always discussed the reports with their daughter. Parents generally felt that the reports were of a high standard and also indicated that the teachers knew their daughter well. They found both the comments and a mark out of 100 to be the most useful aspects of the report. When parents found that the parent teacher interview time slot at Parent/Teacher Evening was too short about 75% of parents followed up via email or phone and most parents agreed that the staff also followed up promptly. Conclusions are that the school and parents must continue to work together to ensure the quality of reporting is maintained and where possible improved.

Program evaluations

Project Based Learning

Background

In 2011 the Executive prepared a 'wish' list for the skills that a Cheltenham girl would possess at the end of her schooling. Some of the characteristics were the ability to think critically, to be a problem solver, to work well in a team, to be a quality researcher and to be resilient. Combined with the examination of the SMART data results, in particular the value added evidence, it was decided that the middle school curriculum should be enriched with a project based learning (PBL) option to assist in improving students outcomes in all performance bands. In 2012 Project X was implemented to run alongside the third elective choice in Year 9. Entry into project based learning was student directed and the module was run once in each semester during 2012 and 2103. Students who elected to take PBL

came out of their regular elective for 10 weeks and joined the PBL group. As a team the students chose a driving question on a real world topic that interested them. They set about finding an answer to their question and then presented their responses to a real audience.

Findings and conclusions

Students were asked to evaluate the course at the end of each rotation. The findings indicated that the students found the skills that were most valuable and transferrable were critical thinking, problem solving and being a capable researcher. Time management and being a team player were other skills that students listed as valuable. Students indicated that they enjoyed the freedom to drive their own learning with a real world problem and that their research took them well outside the classroom forcing them to use many sources for information, including other people. Students found the peer and self-assessment challenging. All students indicated that it enhanced their love for learning and they were able to view their strengths and areas for improvement more clearly. Students concluded that it was a highly motivating and interesting course and that they would recommend the PBL to other students.

Future directions

Students have identified the obvious strengths of this course with unprecedented numbers of students wanting to participate. Project Based Learning will continue into 2014 and may expand into the Year 10 curriculum in the future.

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 K Doyle, Head Teacher History
Mrs R. Taylor, Rel. Head Teacher Welfare
Ms R Gibbs, Head Teacher Creative & Performing Arts
Mrs Cathy Gray, Classroom Teacher
Mrs Margaret Williams, SASS

Ms S. Hope, Head Teacher Secondary Studies
Ms K Van Es, Careers Teacher
SRC and Halin Nam
Mr B. Mees, P & C President.
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>